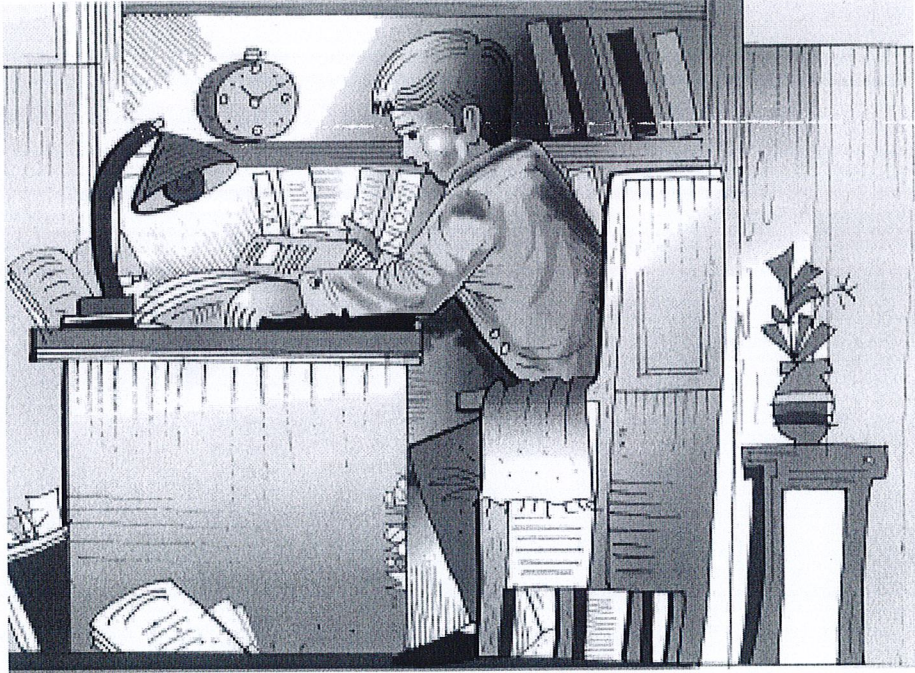


## الدرس -1

# يَقْضِي سَعِيدٌ إِجَازَتَهُ فِي الدَّرَاسَةِ



②

① - أَنَا سَعِيدٌ أَحْمَدُ. كُنْتُ فِي إِجَازَةٍ مِنَ الْمَدْرَسَةِ. طَلَبْتُ مِنْ وَالِدِي الْإِذْنَ

③ - حَتَّى أَذْهَبَ إِلَى بَيْتِ صَدِيقِي مُحَمَّدٍ لِلْمُذَاكِرَةِ. قَالَ وَالِدِي: يُمَكِّنُ أَنْ تَذْهَبَ

⑤ - وَلَكِنْ يَنْبَغِي أَنْ تَأْخُذَ مَعَكَ كُلَّ الْأَدْوَاتِ الْكِتَابِيَّةِ الْأَزْمَةِ وَكَذَلِكَ الْكُتُبَ. يَنْبَغِي

⑥ - أَنْ تُذَاكِرَ الدُّرُوسَ مَعَ صَدِيقِكَ وَأَنْ لَا تَلْعَبَ كَثِيرًا. الْإِمْتِحَانُ قَرِيبٌ. وَيَلْزَمُ أَيْضًا

⑦

الجملة الفعلية

Saeed spends his vacation in studying

- ① I am Saeed Ahmed
- ② I am on School holidays.
- ③ I asked my father permission so that I can go to my friend Mohammed house for group study.
- ④ My father said:-
- ⑤ You can go but it is necessary to take all study material and also the books.
- ⑥ You should learn all the lessons with your friend but you should not play more than studying.
- ⑦ because exams are near.
- ⑧ You should also take some snacks and sandwiches and share them with Muhammed.
- ⑨ My mother said:- I have prepared some snacks and cake and take a water bottle?

- ٨- أَنْ تَأْخُذَ مَعَكَ الْفَطَائِرَ وَالسَّنْدُ وَيَتَشَاتِ وَلَكَ أَنْ تُقَا سِمَهَا مَعَ صَدِيقِكَ مُحَمَّدٍ.
- ٩- قَالَتْ وَالِدَتِي: لَقَدْ أَعَدَدْتُ لَكَ بَعْضَ الْفَطَائِرِ وَالْكَعْكَ وَهَلْ تُرِيدُ أَنْ تَأْخُذَ مَعَكَ
- ١٠- زَمْزِمِيَّةَ الْمَاءِ أَيْضًا؟ قَالَ سَعِيدٌ: لَا، يَا أُمِّي. لَا آخُذُ الزَمْزِمِيَّةَ وَلَا آخُذُ الطَّعَامَ، فِي
- ١١- بَيْتِ مُحَمَّدٍ يُوجَدُ الْمَاءُ الْبَارِدُ وَالنَّظِيفُ. عِنْدَهُمْ ثَلَاثَةُ كَبِيرَةٍ. سَوْفَ آخُذُ مَعِي
- ١٢- فَقَطُ فَطَائِرِ الْجُبْنَةِ لِأَنَّ مُحَمَّدًا يُحِبُّهَا وَالْأَشْيَاءَ الْآخَرَى غَيْرُ ضَرُورِيَّةٍ وَذَلِكَ لِأَنَّ
- ١٣- وَالِدَةَ مُحَمَّدٍ تَقْدَمُ لَنَا أَكْلَاتٍ كَثِيرَةً خِلَالَ سَاعَاتِ الْمَذَاكِرَةِ وَبَعْدَهَا. وَفَوْقَ
- ١٤- ذَلِكَ يُؤَلِّمُهُمْ إِنْ أَخَذْتُ مَعِيَ الْأَكْلَاتِ. هُمْ أَنَسٌ طَيِّبُونَ وَيُحِبُّونَ الضُّيُوفَ. ١٥
- ١٦- كُنْتُ فِي طَرِيقِي إِلَى بَيْتِ مُحَمَّدٍ إِذْ لَاقَيْتُ نَبِيلاً. قَالَ نَبِيْلٌ: أَيْنَ تَذْهَبُ يَا سَعِيدُ؟
- ١٧- وَأَنَا فِي طَرِيقِي إِلَيْكَ لِنِذَاكَرِ الدُّرُوسِ مَعًا. قُلْتُ: تَأَخَّرْتُ وَكَمْ تُبَلِّغُنِي مُقَدَّمًا بِذَلِكَ.
- ١٨- فَلَا بَأْسَ. فَلِمَاذَا لَا تَأْتِي مَعِي. نَذْهَبُ سَوِيًّا إِلَى بَيْتِ مُحَمَّدٍ. فَقَالَ نَبِيْلٌ: مَنْ مُحَمَّدٌ
- ١٩- هَذَا؟ قُلْتُ: هُوَ صَدِيقِي. أَأَنْتَ لَا تَعْرِفُهُ، هُوَ مِنَ الصَّفِّ الثَّامِنِ. مُحَمَّدٌ وَلَدٌ ذَكِيٌّ. ٢٠
- ٢١- سَوْفَ يُسَاعِدُنَا فِي فَهْمِ الدُّرُوسِ وَيَحُلُّ لَنَا الْأَسْئَلَةَ الصَّعْبَةَ. إِنَّهُ يُرَحِّبُ بِكَ أَيْضًا،
- ٢٢- إِنْ شَاءَ اللَّهُ. هُوَ صَدِيقٌ لِي حَمِيمٌ. قَالَ نَبِيْلٌ: أَتَفِقُ مَعَكَ. تَذَكَّرْتُ الْآنَ، هُوَ ذَلِكَ
- ٢٣- الْوَلَدُ الطَّوِيلُ الَّذِي يُجِيدُ أَيْضًا لَعِبَةَ كُرَّةِ الْقَدَمِ. قُلْتُ: نَعَمْ. قَالَ نَبِيْلٌ: أَعْرِفُهُ جَيِّدًا.
- ٢٤- وَيَعْرِفُنِي أَيْضًا. لَا بَأْسَ، نَذْهَبُ إِلَى بَيْتِهِ. ٢٥
- ٢٥- تَوَجَّهَ سَعِيدٌ وَنَبِيْلٌ إِلَى بَيْتِ مُحَمَّدٍ. كَانَ مُحَمَّدٌ فِي انْتِظَارِ سَعِيدٍ. سَعِيدٌ

- (10) Saeed said :- No mother I will not take water bottle or snacks because In muhammed house There is a water cooler in his house.
- (11)
- (12) They also have a big fridge.
- (13) I will take only Cheese pizza. I want <sup>do not</sup> to take any other thing. Mohammed's mother will make a lot of food.
- (14) If I take all the food stuff with me then they will feel bad.
- (15) They are good people they like guest.
- (16) I was on my way to Muhammed's house I met Nabeel Nabeel said :- Where are you going Saeed?
- (17) I am going to study with ~~muhammed~~ muhammed. I said you are late and you did not inform <sup>me</sup> in advance.

- (18) It's ok. So why don't you come with me we will go to Muhammad's house together. Nabeel.. who is his Muhammad?
- (19) I said:- he is my friend you don't you know him? He is from eight grade.
- (20) He is an intelligent boy.
- (21) He will help us to understand the lesson and solve difficult questions to us.
- (22) InshAllah (Allah wills) Indeed he will welcome you also. He is my best friend.
- (23) Nabeel said : I agree with you oh now I remember the tall boy who also plays football well.
- (24) I said oh yes Nabeel said. I know him well and he knows me It's ok we will go to his house.

(27) مُحَمَّدٌ عِنْدَمَا رَأَى سَعِيدًا وَرَحَّبَ بِهِ وَرَحَّبَ بِنَبِيلٍ أَيْضًا. تَوَجَّهَ الْجَمِيعُ إِلَى غُرْفَةِ

(28) - دِرَاسَةِ مُحَمَّدٍ بَعْدَ أَنْ سَلَّمَ عَلَى وَالِدَيْ مُحَمَّدٍ. دَرَسَ الْجَمِيعُ لِحَوَالِي سَاعَتَيْنِ.

(30) - قَدَّمَتْ لَهُمْ وَالِدَةُ مُحَمَّدٍ الْحَلْوَيَاتِ وَالْفَوَاكِهَ وَاللَّبَنَ وَغَيْرَهَا.

(31) بَعْدَ ذَلِكَ لَعِبَ الثَّلَاثَةُ لِمُدَّةٍ قَصِيرَةٍ فِي حَدِيقَةِ الْبَيْتِ. بَعْدَ الْإِنْتِهَاءِ مِنْ ذَلِكَ

(32) رَجَعَ سَعِيدٌ وَنَبِيلٌ إِلَى بَيْتِهِمَا.

### تمارين

(1) صرّف الأفعال التالية مع ذكر معنى كل صيغة:

أخذ. توجه. يقاسم. يذاكر. ساعد

(2) كوّن جملاً مفيدة ممّا يأتي:

قال. يبلغون. يساعِدُن. عرفتُ. قدّمن

(3) اكتب فقرة في عشر جمل تذكر فيها صفك في الجمل الفعلية.

- (25) Saeed and Nabeel went towards Muhammed's house.
- (26) Muhammed's was waiting for Saeed.
- (27) He became happy when he saw Nabeel, he welcomed Nabeel as well.
- (28) After wishing Muhammed's parents they all went to Muhammed's study room.
- (29) They all studied for 2 hours.
- (30) Muhammed's mother gave them sweets fruits milk and etc.
- (31) After that all three played in the house garden for some time.
- (32) After playing Saeed and Nabeel returned to their houses.





## الدرس -2

# مكتبة المدرسة



- ١- هذه مدرستي. هي من أكبر المدارس في المدينة. وهي واقعة في وسط
- ٢- المدينة. فيها مكتبة كبيرة، فيها كثير من الكتب الضرورية والمفيدة للمدرسين
- ٣- والطلاب. يذهب الطلاب إليها في ساعتهم المخصصة للمكتب و يجلسون على
- ٤- الكراسي أمام الطاولة في قاعة القراءة لقراءة الكتب والصحف والمجلات.

School's Library

- ① This is my school.
- ② This is one of the biggest school in the city.
- ③ It is located in the middle of the city.
- ④ And it has a big library. In it are useful books for teachers and students.
- ⑤ Students go there in their particular library period and they sit on chairs in front of tables. In the reading hall to read the books, newspaper, magazines.
- ⑥ Some students take the books, newspapers, magazines from the shelf and they read it and they return it after reading.

- ٦- يَأْخُذُ بَعْضُ الطُّلَّابِ الكُتُبَ وَالْجَرَائِدَ وَالْمَجَلَّاتِ مِنَ الرُّفُوفِ وَيَقْرَأُونَهَا ثُمَّ يُعِيدُونَهَا إِلَيْهَا بَعْدَ الْقِرَاءَةِ. وَبَعْضُهُمْ يَقْفُونَ بِجَانِبِ الرُّفُوفِ لِلتَّصَفُّحِ. يَأْخُذُ
- ٧- الطُّلَّابُ الكُتُبَ الْمَطْلُوبَةَ وَيَذْهَبُونَ إِلَى مُوَظَّفِ الْمَكْتَبَةِ الَّذِي يُعْطِيهِمُ الكُتُبَ
- ٨- مُقَابِلَ بَطَاقَاتِ الْإِسْتِعَارَةِ أَوْ بَطَاقَاتِ الْهُويَّةِ. وَالطُّلَّابُ الَّذِينَ يُرِيدُونَ أَنْ يَأْخُذُوا
- ٩- الكُتُبَ لِلْبُيُوتِ، عَلَيْهِمْ أَنْ يَسْتَعِيرُوا الكُتُبَ مُقَابِلَ الْبَطَاقَاتِ الصَّادِرَةِ مِنَ الْمَكْتَبَةِ.
- ١٠- ثُمَّ يَرُدُّ التَّلَامِيذُ هَذِهِ الكُتُبَ فِي غُضُونِ أُسْبُوعٍ عُمُومًا وَفِي حَالَةٍ عَدَمِ رَدِّهَا فِي الْوَقْتِ الْمَحْدَدِ تُفْرَضُ عَلَيْهِمُ الْغَرَامَةُ.
- ١١- مَرَّةً لَمْ يَرُدَّ طَالِبٌ مِنْ زُمَلَائِي كِتَابًا، أَوَّلًا نَبَّهَهُ مُدِيرُ الْمَكْتَبَةِ وَقَالَ يَلِزِمُ أَنْ تُعِيدَ
- ١٢- الْكِتَابَ غَدًا. فَبَحَثَ الطَّالِبُ الْكِتَابَ فِي حَقِيبَتِهِ وَفِي بَيْتِهِ أَيْضًا وَلَكِنَّهُ لَمْ يَجِدْهُ.
- ١٣- مَضَتْ خَمْسَةُ أَيَّامٍ فِي الْبَحْثِ فَفَرَضَتْ عَلَيْهِ الْغَرَامَةُ بِمَعْدَلِ خَمْسِ رُوبِيَّاتٍ عَنِ
- ١٤- كُلِّ يَوْمٍ. وَلَكِنَّ الْمَبْلَغَ كَانَ كَبِيرًا لِلطَّالِبِ فَرَفَعَتْ الْقَضِيَّةُ إِلَى نَاطِرِ الْمَدْرَسَةِ
- ١٥- فَصَفَحَ عَنْهُ الْغَرَامَةَ.
- ١٥- أَمَّا الْمُدْرَسُونَ، فَيُزُورُونَهَا فِي سَاعَاتِهِمْ الْفَارِغَةَ وَيَقْرَأُونَ الصُّحُفَ وَالْمَجَلَّاتِ
- ١٦- وَيَسْتَعِيرُونَ الكُتُبَ مُقَابِلَ بَطَاقَاتِ الْإِسْتِعَارَةِ. وَتُعِيرُ لَهُمُ الْمَكْتَبَةُ الكُتُبَ
- ١٦- لِأُسْبُوعَيْنِ وَإِذَا تَأَخَّرُوا فَلَا تُفْرَضُ عَلَيْهِمُ الْغَرَامَةُ.

School's library

- ⑦ And some of them stand beside the shelf and look over the books.
- ⑧ Students take the required books and go to the librarian who gives <sup>them</sup> ~~them~~ the books. By showing <sup>their</sup> ~~our~~ Identity. Issue card.
- ⑨ → The students have to return the books within the week generally if they didn't return within they will be fined.
- ⑩
- ⑪ Once one of my friend did not return a book. The librarian scolded him and told him to return it tomorrow.
- ⑫ So the student searched the book in his bag and home but he didn't find it.
- ⑬ Five days he <sup>took</sup> went for searching the book. So they fined him 5 rupees per day.

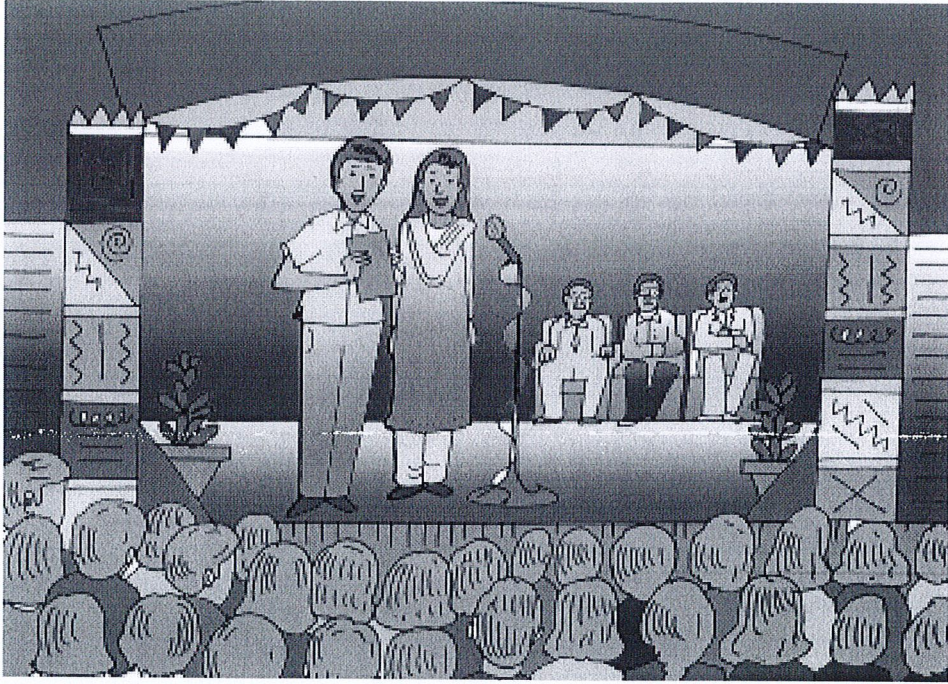
School library

- ⑭ This amount is very big for the student so this case is taken to the principal so he forgave the fine on him.
- ⑮ Teachers ~~visit~~ in their free time visit the library. and read magazines and newspapers. They <sup>get</sup> issue the books by showing the issue card. ~~to the~~
- ⑯ The library will give them for 2 weeks. If they are late there is no fine on them.



### الدرس-3

## يَوْمُ تَأْسِيسِ الْمَدْرَسَةِ



- ①- هَذِهِ مَدْرَسَةٌ. فِيهَا مُدَرِّسُونَ وَطُلَّابٌ وَفِيهَا مَكْتَبَةٌ وَفُصُولٌ وَمِيدَانٌ كَبِيرٌ
- ②- لِلْعِبِّ وَمَعْمَلٌ. تَعْقِدُ الْمَدْرَسَةُ مِنْ وَقْتٍ إِلَى وَقْتٍ نَشَاطَاتٍ رِيَاضِيَّةً وَثَقَافِيَّةً. - ③
- ④- وَكُلَّ سَنَةٍ فِي التَّاسِعِ وَالْعِشْرِينَ مِنْ أُكْتُوبَرِ وَهُوَ يَوْمُ تَأْسِيسِ الْمَدْرَسَةِ، تَعْقِدُ
- ⑤- الْمَدْرَسَةُ بَرْنَامَجًا جَمِيلًا. هَذِهِ الْمَرَّةَ أَيْضًا نَظَّفَتِ الْقَاعَةَ وَجَهَّزَتْ مَنَصَّةً كَبِيرَةً

School's Foundation day

- ① This is a school.
- ② There are teachers and students and there is a library and classroom and a big playground for playing and a science lab.
- ③ ~~They~~ The school organises from time to time sports and cultural activities.
- ④ And every year on 29 October there is school foundation day. The school organises beautiful programs.
- ⑤ This time also hall has been cleaned and <sup>they</sup> prepared. ~~A~~ big and high stage.
- ⑥ From morning students and teachers started coming to the hall.
- ⑦ The students sit in their fixed places.



- ٤) ومُرتفعةً. من الصباح بدأ الطلاب والمدرسون يأتون إلى القاعة. جلس الطلاب
- ٥) في أماكنهم المخصصة. أما الضيوف فجلسوا في الكراسي الأمامية المخصصة
- ٦) لهم. في حوالي الساعة العاشرة صباحاً قدم مدير المدرسة وألقى خطابه الذي
- ٧) ذكر فيه إنجازات المدرسة وتاريخ إنشائها.
- ٨) بعد ذلك بدأت النشاطات الثقافية. قدمت طالبة إلى المنصة وأشدت
- ٩) بعض الأبيات بصوت جميل وحلو. ثم قدم طالب من الصف الخامس وألقى نظماً
- ١٠) بصوته الرخيم. وبعد ذلك ظهر أولاد كانوا لآبسين جباباً طويلة ذات ألوان بارقة
- ١١) وهؤلاء الطلبة قدّموا مسرحية ممتعة وبعد المسرحية دعا مقدّم البرامج جماعة
- ١٢) الطالبات إلى المنصة اللاتي قدّمن الغناء على أنغام الموسيقى. استمرت هذه
- ١٣) الحفلة حتى المساء. أخيراً شكر مدير المدرسة جميع الضيوف والمُشاهدين
- ١٤) ودعاهم إلى المطعم لتناول العشاء.

## تمارين

(1) أجب على الأسئلة الآتية:

1. متى تعقد حفلة تأسيس المدرسة كل سنة؟
2. أين جلس الضيوف؟

School Foundation day

- ⑧ And The guest sat on chairs in front of the stage in special seats.
- ⑨ Around 10:00 am in the morning The school principal came he presented a speech and he mentioned school's achievement and its date of establishment.
- ⑩ The cultural activities started
- ⑪ one girl came on the stage and she sang with a beautiful and melodious voice.
- ⑫ Then a boy from grade 5 came to the stage and he presented a song with beautiful voice.
- ⑬ Then after <sup>that</sup> some boys appeared They were wearing long colorful kurtas these boys presented beautiful drama after the drama they called the program

- (13) ~~Complainer~~ composer and he called a group of girls who presented a song on music.
- (14) This event continued till evening.
- (15) At last the principal thanked all the guests he invited them to the canteen to eat dinner.



## الدرس 4.

# عُصْفُورُ الْجَنَّةِ



① - أَلَا يَأْتِي الْفِرْدَوْسَ قَلْبِي لَكَ بُسْتَانُ

② - فِيهِ الزَّهْرُ وَالْمَاءُ وَفِيهِ الْغُصْنُ فَيَنَانُ

③ - فَغَرَّدَ فِيهِ مَا شِئْتَ فَإِنَّ الْحُبَّ مِرْنَانُ

④ - وَفِيهِ مِنْكَ أَنْعَامٌ وَفِيهِ مِنْكَ أَلْحَانُ

٥- وَلَا شَجَانَ أَوْتَارُ      وَنَايَاتٍ وَعِيدَانُ

٦- أَلَا يَا طَائِرَ الْفِرْدَوِ      سِ إِنَّ الشَّعْرَ وَجِدَانُ

٧- وَفِي شِدْوِكَ شِعْرُ النَّفِّ      سِلَا زُورٌ وَ بُهْتَانُ

٨- فَلَا تَعْتَدْ بِالنَّاسِ      فَمَا فِي الْخَلْقِ إِنْسَانُ

٩- وَجُدْ لِي مِنْكَ بِالشَّعْرِ      فَإِنَّا فِيهِ إِخْوَانُ

١٥- أَلَا يَا طَائِرَ الْفِرْدَوِ      سِ قَلْبِي مِنْكَ وَلَهَانُ

(عبدالرحمان شكري من ديوانه)

## Lesson - 4

Pg - 1

### Bird of Paradise.

- ① Oh you bird of paradise.  
My heart is a garden.
- ② There are flowers and water  
And there are long branches.
- ③ Sing there whatever you want  
because love is resonant.
- ④ And there are melodies because of you.  
And there are tunes in it.
- ⑤ And the trees have strings.  
And flute and stick.
- ⑥ Oh the bird of paradise.  
The poetic verse has emotions.
- ⑦ you sing in such a poetry.  
where there lie no falsehood.
- ⑧ So do not follow the people  
There is no human being among the  
Creatures.

Bird of paradise

9) Bless me with the poetic verse.  
because we are friends.

10) Oh the bird of paradise.

My heart is in love because of you.

By

Abdul Rahman Shakri

from



(9) ما شئت - as you wish

(10) حب - love

(11) أنغام - tunes/melody (٣) نغمة

(12) مرثان - resounding

(13) أوتار - strings (٥) وتر

(14) بشعر - poetry (٤) أشعار

(15) وجران - feelings / affection

(16) شذوك - your singing

(17) زور - false hood

(18) بهتان - lies

## Birds of Paradise

درس - 4

عصفور الجنة

### Word meanings

(1) ولفان - bewildered

(2) بستان - orchard (٤) بساتين

(3) ألحان - tunes (٣) نغود

(4) عيوان - lute (٥) نغود

(5) نايات - flute (٦) ناي

(6) جاد - serious

(7) اقتدى - I follow

(8) غرد - sung

(29) فيه - In it

(30) غصن - branch (ز) أعتسان / غصون

(31) زهر - flowers (ح) أزهار / زهور

(32) خيئان - long - flowing

(33) أشجان - Grief / sorrow (شجن)

(34) ولان - passionate love

(19) تعتر - counted

(20) ناس - people

(21) نلق - character

(22) انسان - human being

(23) اخوان - brothers

(24) أيا - Oh you

(25) طائر - Bird (ح) طيور

(26) قلب - heart (ح) قلوب

(27) فردوس - heaven

(28) طائر الفردوس - Bird of paradise

## Translation -

ألا يا طائر الفردوس يس قلبي لك بستان  
O you the bird of paradise, my heart  
is a garden for you

[In this line the poet invites the bird to  
live in his heart as it is a garden  
for the bird to sing and enjoy.

ففيه الزهر والماء وفيه الغصن فينان  
There are flowers and water. There are  
long and beautiful branches of luxurious  
trees

فغرد فيه ما شئتك فإن العجب مرثان  
So you sing how long so ever you  
intend to sing, for the real love  
is resonant and reverberating (something which can have a strong  
effect on people for a long time)

## Reference

The following couplets are taken  
from the poem 'سيفور الجنة'. The  
poet is عبد الرحمن شكري. Has been  
taught in مناهج التعليم الثانوي الصف 10

false hood or slander.

فلا تعتمد بالناس فما في الخلق إنسان  
So you don't rely upon the people  
because there is no human beings  
among the creatures.

وجد لي منك بالشعر فإننا فيه إخوان  
Give me lavishly from your poetry,  
for we are friends.

ألياً طائر الفردوس قلبى منك ولان  
O you the bird of paradise, my  
heart is bewildered so I am  
passionately in love with you.

وفيه منك أنغام وفيه منك ألحان  
There are your timbres and musical  
notes and there are your tunes.

وللأشجار أوتار وثايات وعيوان  
The trees (of this garden) have strings,  
flutes and lutes (type of musical  
instrument with strings played  
like guitar).

ألياً طائر الفردوس من إن الشعر وجدان  
(The birds inspires the poet for his  
poetry) ... O you bird of paradise,  
the poetry is passion and ecstasy  
and a sort of sentiment.

وفي شدة واث شعر النفا سلا زور و بهتان  
Your singing is such a poetry that  
enraptures and pleases the mind  
and soul with truth, not by

The poet shows his ideas in his poetry. According to him the poetry has a particular meaning, thought and the real emotion, and he believed that the singing of the bird enraptures and pleases the mind and the soul of human being with truth, not by lying or falsehood, and he calls the bird not to follow the whims of the people because there are some people who do not deserve to be called human being, the poet is inspired each other and by the bird and its, shows in his beautiful poetry. Both of them sing and please each other and inspire hope and joy in the soul. The poet yearns for the love of the bird and he is sad.

### Explanation

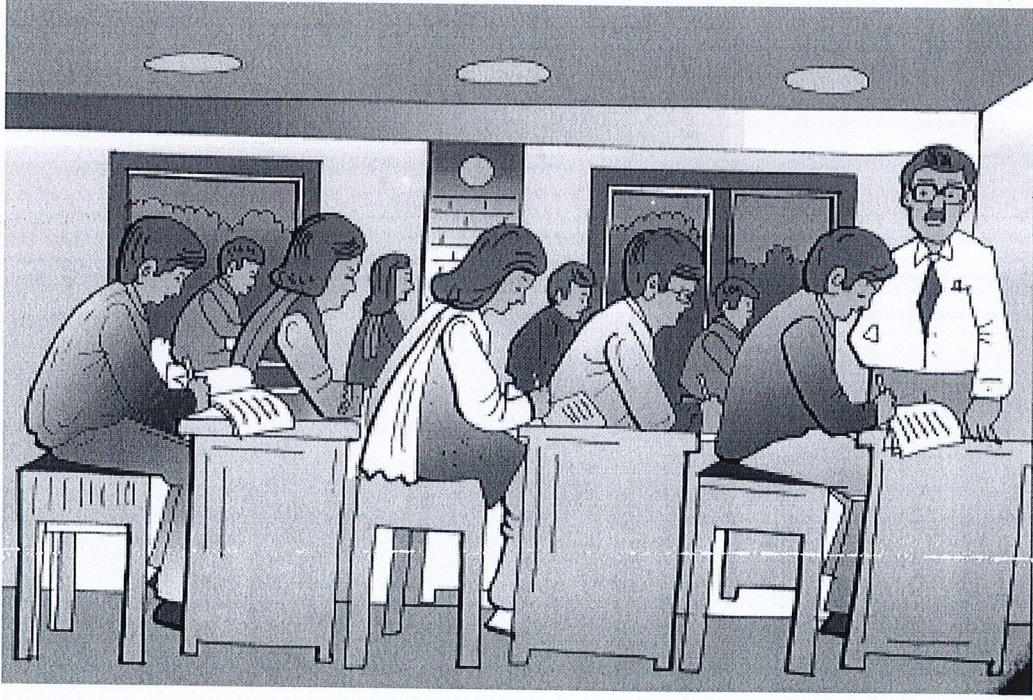
The poet reflects in this poem his sad and painful experience. It is the separation of his loved ones and the parting of the people who are very close to him which ~~are~~ <sup>have</sup> caused him to lose confidence in the people.

The poet calls the Bird of paradise to reside in his heart that is filled with the garden flowers, the brooks and the trees with long and beautiful branches. The atmosphere of the garden, filled with beautiful tunes produced by the Bird of Paradise. The nature has also joined with the birds in singing by their soft rustling of leaves of trees and by the dancing of their branches as well.

These verses lead us to an atmosphere of grief, pain and pessimism that stem from the suffering of the poet and is loss of confidence in the people.

## الدرس - 5

### فِي قَاعَةِ الإِمْتِحَانِ



- ①- شَنُكْرُو شِيَامِ يَدْرُسَانِ فِي مَدْرَسَةٍ وَاحِدَةٍ وَفِي صَفٍّ وَاحِدٍ، إِنَّ الإِمْتِحَانَ
- ①- الدَّاخِلِيَّ يَجْرِي كُلَّ شَهْرٍ فِي المَدْرَسَةِ. إِنَّ الطُّلَّابَ مُتَعَوِّدُونَ عَلَى كِتَابَةِ الإِمْتِحَانِ - ②
- ②- كُلَّ شَهْرٍ. دَخَلَ شَنُكْرُو وَ شِيَامِ قَاعَةَ الإِمْتِحَانِ وَ جَلَسَا عَلَى مَقَاعِدِهِمَا مُنْتَظِرِينَ - ③
- ③- أَوْرَاقَ الأَسْئَلَةِ.
- ④- دَخَلَ الأُسْتَاذُ قَاعَةَ الإِمْتِحَانِ وَ وَزَعَ أَوْرَاقَ الأَسْئَلَةِ. قَرَأَ الطُّلَّابُ الأَسْئَلَةَ - ⑤

المنصوبات

In the Exam Hall

- ① Shankar and Shyam are studying in same school and in same class. Internal exam are conducted every month in the school.
- ② The students have to write exam every month.
- ③ Shankar and Shyam entered in the Exam hall and they both sat on their fixed places and were waiting for the question paper.
- ④ The teacher entered the exam hall and distributed the question papers.
- ⑤ The students read the question paper calmly and peacefully, and assured that all the questions are from the given portion.



٥) بِهُدُوءٍ وَاطْمِئْنَانٍ، وَتَأَكَّدُوا مِنْ أَنَّ الْأَسْئَلَةَ كُلَّهَا مِنَ الْمَنْهَجِ الدَّرَاسِيِّ الْمُقَرَّرِ.

٦) قَالَ شَنْكِرُ: يَا شِيَامُ! إِنَّ الْأَسْئَلَةَ سَهْلَةٌ جِدًّا، وَكَأَنَّ الْكِتَابَ مَفْتُوحٌ أَمَامِي. أَنْتَهِيَ مِنْ

٧) الْإِمْتِحَانِ بِسُرْعَةٍ.

٨) فَقَالَ شِيَامُ: نَعَمْ يَا شَنْكِرُ، إِنَّ الْأَجُوبَةَ تَدُورُ فِي ذَهْنِي أَيْضًا وَلَكِنَّ الْوَقْتَ

قَلِيلٌ. بَدَأَ شَنْكِرُ وَشِيَامُ كِتَابَةَ الْأَجُوبَةِ كُلَّهَا إِلَّا جَوَابًا لِضَيْقِ الْوَقْتِ. قَالَ الْأُسْتَاذُ: ٩

٩) لَعَلَّ الْأَسْئَلَةَ طَوِيلَةٌ وَالْوَقْتُ غَيْرُ كَافٍ. فَقَالَ شَنْكِرُ: نَعَمْ يَا أُسْتَاذِي، يَا لَيْتَ كَانَ - ١٥

١٥) فِي الْوَقْتِ مُتَّسِعٌ. فَقَالَ شِيَامُ: يَا شَنْكِرُ، لَأَفَائِدَةٌ فِي الْكَلَامِ الْآنَ. هَيَّا نُسْرِعْ فِي

١٢) كِتَابَةَ مَا بَقِيَ مِنَ الْأَجُوبَةِ وَنَسْتَعِزُّ الْوَقْتَ.

## تمارين

(1) اشكل الجمل التالية:

1. إِنَّ الْكِتَابَ مَفْتُوحٌ.
2. وَجَدْتُ الْمَدْرَسَةَ مَغْلُقَةً.
3. أَلْقَيْتُ دَرْسِي وَاقِفًا أَمَامَ السَّبُورَةِ.
4. حَضَرَ الْأَوْلَادُ فِي الْفَصْلِ إِلَّا حَامِدًا.

In the Exam Hall

- ⑥ Shankar said :- Shyam all questions are very easy. It looks like the book is kept open in front of me.
- ⑦ I will finish the exam very fast.
- ⑧ Shyam <sup>said yes</sup> and Shankar The answers are coming in my mind but the time is very less. Shankar and Shyam started writing all the answers.
- ⑨ Teacher said :- Maybe the questions are lengthy and time is not enough.
- ⑩ Yes teacher I wish the time was extended.
- ⑪ Shyam said :- O Shankar there is no use of talking now.
- ⑫ Let us quickly ~~compose~~ complete the remaining answers and we will utilize the time.

الدرس - 6

## مَدْرَسَةُ بَاتِنَا الثَّانَوِيَّةُ



- ①- أَنَا مِنْ سُكَّانِ بَاتِنَا وَهِيَ عَاصِمَةُ وِلَايَةِ بِيهَارَ، هَذِهِ الْمَدِينَةُ قَدِيمَةٌ جَدًّا وَفِيهَا  
①- تُوجَدُ صِنَاعَاتٌ وَوِزَارَاتٌ وَمَكَاتِبُ صَغِيرَةٌ وَكَبِيرَةٌ وَفِيهَا كُتُبٌ وَجَامِعَةٌ  
①- وَمَدَارِسُ ابْتِدَائِيَّةٌ وَثَانَوِيَّةٌ حُكُومِيَّةٌ وَخُصُوصِيَّةٌ. أَنَا دَرَسْتُ فِي مَدْرَسَةِ ثَانَوِيَّةٍ → ②  
②- اسْمُهَا مَدْرَسَةُ بَاتِنَا الثَّانَوِيَّةُ. لَهَا مُسْتَوَى عَالٍ فِي التَّعْلِيمِ. لِلْمَدْرَسَةِ مَبْنَى كَبِيرٌ وَ لَهُ  
③

المنصوبات

Patna Secondary School

- ① I am resident of Patna. Which is the Capital of Bihar State. It is a very old city. There are factories and small and big offices and universities and primary and secondary schools of government and private. (
- ② I studied in Secondary School named Patna Secondary School.
- ③ It has high Standard of education.
- ④ School has very big building and it has 3 floors and each floor consists of 25 classrooms and these classrooms are used for teaching. Except ground floor, where most of the rooms are used for administrative purpose except two rooms one room is for amusing games for girls and another for boys.

- ٤) ثلاثة أدوارٍ ويتكوّن كلُّ دورٍ من خمسٍ وعشرين عُرفةً وهي تُستخدمُ للتدريس
- ٤) ماعدا الدور الأرضي حيثُ تُستخدمُ أكثرُ عُرفه للشؤون الإدارية إلا عُرفتين — عُرفة
- ٤) مِنْهُمَا لِلألعابِ الترفيهِيةِ للبناتِ وَ أُخرى لِلأولادِ. بِالإضافةِ إِلَى هاتينِ العُرفتينِ
- ٥) هُنَاكَ عُرفةٌ واسعةٌ لِلْمُدْرِسِينَ وَ الْمُدْرَسَاتِ. وَ عُرفةٌ أُخرى لِلناظِرِ الْمَدْرَسَةِ. يَتِمُّ
- ٦) التّدريسُ فِي هَذِهِ الْمَدْرَسَةِ لِعَدَدٍ كَبِيرٍ مِنَ الْمَوَادِّ الْعِلْمِيَّةِ وَ الْأَدْبِيَّةِ وَ اللُّغَاتِ بِمَا فِيهَا
- ٦) اللُّغَاتُ الْأَجْنَبِيَّةُ مِثْلَ اللُّغَةِ الْعَرَبِيَّةِ وَ الْفَرَنْسِيَّةِ وَ الْأَلْمَانِيَّةِ وَ غَيْرِهَا. أَنَا أُدْرَسُ فِي هَذِهِ ٦.١
- ٦.١) الْمَدْرَسَةُ اللُّغَةُ الْإِنْجِلِيزِيَّةُ. وَ هَذَا صَدِيقِي وَ زَمِيلِي أَحْمَدُ وَ هُوَ يُدْرَسُ اللُّغَةَ الْعَرَبِيَّةَ. ٦.٢
- ٨) تَمَتَّعَ اللُّغَةُ الْعَرَبِيَّةُ فِي هَذِهِ الْأَيَّامِ بِشَعْبِيَّةٍ كَبِيرَةٍ وَ ذَلِكَ يَظْهَرُ مِنَ الْعَدَدِ الْمُتَزَايِدِ مِنَ
- ٨) الطُّلَّابِ وَ الطَّالِبَاتِ الَّذِينَ يَدْرُسُونَهَا لِلْحُصُولِ عَلَى الْعَمَلِ وَ كَذَلِكَ لِحُبِّ هَذِهِ
- ٨) اللُّغَةِ وَ لِأَعْرَاضِ دِينِيَّةٍ أَيْضًا. وَ فِي الْوَقْتِ الْحَاضِرِ هُنَاكَ سَبْعَةُ مُدْرِسِينَ وَ ثَلَاثَ ٩
- ٩) مُدْرَسَاتٍ لِتَدْرِيسِ اللُّغَةِ الْعَرَبِيَّةِ فِي الْمَدْرَسَةِ عَدَدُ الطُّلَّابِ وَ الطَّالِبَاتِ فِيهَا
- ١٥) فِي الْمِئَاتِ. هُنَاكَ أَكْثَرُ مِنْ مِئَةِ طَالِبٍ وَ طَالِبَةٍ لِلُّغَةِ الْعَرَبِيَّةِ فِي الصَّفِّ الثَّانِي عَشَرَ. ١٥
- ١١) بَعْدَ التَّخْرُجِ فِي الْمَدْرَسَةِ يَنْوِي هُوَ لِأَيِّ الطُّلَّابِ وَ الطَّالِبَاتِ الْإِلْتِحَاقَ بِجَامِعَةٍ بَاتِنَا
- ١١) لِلتَّخْصُّصِ فِي اللُّغَةِ الْعَرَبِيَّةِ حَتَّى يَكُونُوا أَقْوِيَاءَ فِي اللُّغَةِ وَ يَسْهُلَ لَهُمُ الْحُصُولُ عَلَى
- ١١) فُرْصِ الْعَمَلِ ذَاتِ الْمُرْتَبَاتِ الْعَالِيَةِ فِي الْقِطَاعِ الْخَاصِّ. إِنَّ بَعْضَ هُوَ لِأَيِّ ١٢
- ١٢) الْمُتَخَصِّصِينَ فِي اللُّغَةِ الْعَرَبِيَّةِ يُمَارِسُونَ مِهْنَةَ التَّرْجَمَةِ — التَّرْجَمَةَ الْخَطِيئَةَ وَ التَّرْجَمَةَ

- ⑤ A part from these two rooms there is a wide room for teaching staff.
- ⑥ There is another room for principal.
- ⑦ The teaching has been done in this school in many subjects like literature, Education and language. There are foreign languages French, Arabic, German etc.
- ⑦.1 I am teaching in this school English and .
- ⑦.2 And this is my friend Ahmed and he teaches Arabic language.
- ⑧ Arabic These days Arabic language is getting popular and this appears with ~~an~~ increase in numbers of students. male, female who are studying it.
- ⑨ to get job and similarly because they like arabic and for Islamic and religious purpose.

## Lesson-6

Pg-3.

- ⑨ At present there are 3 teachers and 7 sirs to teach Arabic language. In this school there are hundreds of boys and girls.
- ⑩ There are more than one hundred students studying Arabic language in Grade 12 after completing school.
- ⑪ <sup>After leaving school.</sup> These boys and girls plan to go Patna University for specialisation in Arabic until they ~~are~~ get strong <sup>hold</sup> in Arabic language. and it will become easy for them to get job opportunity ~~in~~ private sector.
- ⑫ Some of these specialize in <sup>Arabic</sup> translation. Indeed some specialists practice profession of translation - written and verbal translation.

الشَّفَهِيَّة. وَالَّذِينَ يَوَدُّونَ أَنْ يَكُونُوا أَسَاتِدَةً فِي الْكُلِّيَّاتِ وَالْجَامِعَاتِ فَيَلْزِمُ لَهُمْ أَنْ (13)

يَحْصُلُوا عَلَى دَرَجَةِ الدُّكْتُورَاهِ بِشَكْلِ عَامٍّ. إِنَّ الْهُنُودَ يَتَعَلَّمُونَ اللُّغَاتِ الْأَجْنَبِيَّةَ (14)

بِسُرْعَةٍ وَيُجِيدُونَهَا وَبِخَاصَّةِ الْعَرَبِيَّةِ — فَإِنَّ مُسْتَوَى الْهُنُودِ عَالٍ جِدًّا فِي اللُّغَةِ (14)

الْعَرَبِيَّةِ. (14)

## تمارين

### (1) صحّح الجمل التالية:

1. قدم خمسة عشر ولدًا.
2. ذهبَ خمسون طبيب إلى ليبيا.
3. اشتريتُ ثمانية كراسيات.
4. هناك خمس جوامع في قريننا.
5. هناك ست آلاف كتب في مكتبة مدرستنا.
6. يذهب مئة طلابا إلى لندن هذا العام الدراسي.
7. الدنيا تتكون من خمسة قارات.



## Lesson-6

Page-4.

⑬ Those who want to become teachers in collage and universities they have to get phd level degree.

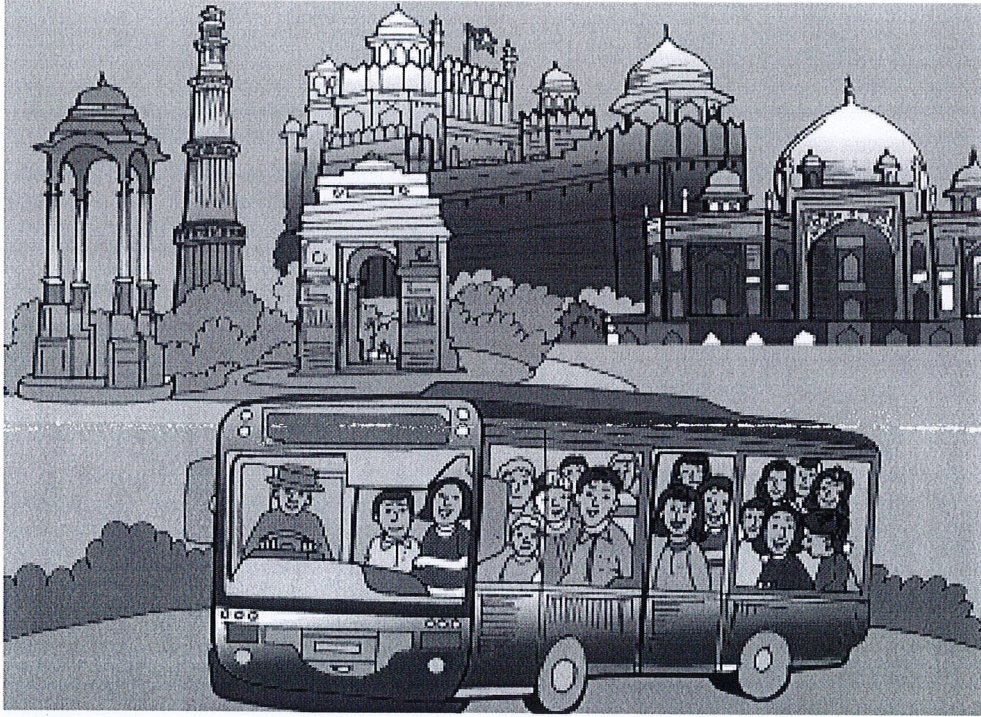
⑭ Indian's learn foreign language quickly and they get command over it especially in Arabic language because Indian standard is very high in Arabic language.

or → level of Arabic language is high in India.



## الدرس -7

# جَوْلَةٌ فِي دِهْلِي



①- أَنَا رَاشِدٌ. خَرَجْتُ صَبَاحًا مَعَ أَبِي بِالسَّيَّارَةِ فَنَزَلَنِي وَالِدِي قُرْبَ تَشَانَدِنِي

② تشوكٍ لِأَذْهَبَ عَلَى الْأَقْدَامِ إِلَى بَيْتِ صَدِيقِي مَحْمُودٍ. فَرِحَ مَحْمُودٌ بِزِيَارَتِي لَهُ

② ④ وَقَالَ لِي: لِمَاذَا لَا نَقُومُ الْيَوْمَ بِجَوْلَةٍ فِي دِهْلِي، رَحَّبْتُ بِالْفِكْرَةِ وَقُلْتُ: مِنَ الْأَفْضَلِ

② ⑤- أَنْ نَأْخُذَ مَعَنَا رَاجُو وَ جُونُ أَيْضًا فِي هَذِهِ الرَّحْلَةِ، فَذَهَبْنَا بِالذَّرَّاجَةِ أَوَّلًا إِلَى بَيْتِ

② ⑥ رَاجُو ثُمَّ إِلَى بَيْتِ جُونِ وَ اتَّفَقْنَا جَمِيعًا عَلَى التَّجْوَالِ، قُلْتُ: مَاذَا نَأْخُذُ مَعَنَا مِنْ

③

حروف العطف

① I am Rashed I went in the morning with my father so he dropped near Chandi Chowk. So I went on foot to my friend Mahmood's house.

② Mahmood became happy by my visit and he said to me why don't we not visit Delhi today I agree with this idea.

③ I said :- What should we take for eating and drinking.

Raju said - No need to take anything with us we will buy whatever we need on the road and we will eat and drink there.

④ So we went out to catch the bus from ~~Red~~ Red Fort.

⑤

- ③ الأكل والمشروبات والبسكويتات، قال راجو: لا داعي أن نحمل معنا شيئاً،  
 ③ نشترى كل ما نريد في الطريق ونأكل ونشرب<sup>(٤)</sup> فخرجنا لناخذ الباص من القلعة  
 ④ الحمراء<sup>(٥)</sup> سأل محمود: أي مركب تركبونه؟ باص البطارية أو عربة "ركشا" و  
 ⑤ هي مثل دراجة ولكنها بثلاث عجلات يركبها شخصان أو أكثر بالإضافة إلى  
 ⑤ السائق الذي يسوقها مثل الدراجة العادية. ثم وصلنا إلى القلعة الحمراء وانتظرنا  
 ⑥ قليلاً حتى جاء باص أحمر، قال جون: الباص الأحمر يكون مكيفاً أم الباص  
 ⑥ الأخضر؟ قلت: بل الباص الأحمر. فركبنا الباص واشترينا التذاكر وصلنا به إلى  
 ⑥ مهرولي<sup>(٧)</sup> فنزلنا هناك وزرنا المنطقة وصعدنا منارة قطب ثم استرخنا قليلاً واكلنا  
 ⑦ بعض الأكلات الخفيفة وشربنا المشروبات الباردة ثم ركبنا قطار الميترو  
 ⑦ ووصلنا به إلى آثار جانتار مانتار فقضينا<sup>(٨)</sup> وقتاً ممتعاً كما تحولنا قليلاً في المناطق  
 ⑧ المجاورة لها فرأينا في الطريق بناية البرلمان الهندي وكذلك بناية الإذاعة لعموم  
 ⑧ الهند<sup>(٩)</sup> كان الوقت الآن السادسة مساءً ففكرنا في زيارة باليكا بازار فركبنا باصاً و  
 ⑨ وصلنا منطقة كونات بليس واسمها الجديد راجيو تشوك<sup>(١٠)</sup> تسوقنا قليلاً ثم ذهبنا  
 ⑩ إلى مطعم فاشترى راجو بعض ما نأكل والشاي فسألناه ماذا اشتريت<sup>(١٠)</sup>  
 ⑪ البسكويتات أو الكعك بالشوكولاته، قال: اشتريت الكعك لا البسكويتات. اكلنا  
 ⑪ الكعك وشربنا الشاي وبعد ذلك رجعنا إلى البيت.

- ⑤ Mahmood asked By which vehicle will you go, electric bus or pulling rickshaw which is like bicycle which has 3 wheels. Two persons can ride on it or more including driver. who rides it like a motor cycle.
- ⑥ Then we reached Red Fort we wait for some time till the Red bus ~~come~~ come. John said: Red bus has A/c or Green bus. I said:- Red bus. So we bought tickets to ride in the bus and reached to Mihrooli.
- ⑦ Then we got down and we visited the place and we climbed on Qutub minar. Then we took rest and then we eat some light food and we drank some cold drinks & then we get in metro train and we reached Jantar Mantar.

- ⑧ We roamed in some different place. we saw in the way Indian parliament and All India Radio.
- ⑨ The time was 6 in the evening. so we thought that we will participate Bazar. so we got into the bus and we reached Connaught place. and its new name is Raju Chowk.
- ⑩ Then we went for shopping. to Delhi Darbar. Raju bought some food and we eat and drink tea.
- ⑪ Then we asked him did you buy biscuit or cake. He said I bought cake and biscuit. we eat cake and drink tea and then we returned home.





## الدرس 8.

# وَصْفُ الْقَلَمِ



① أَهْدَى إِلَيَّ سَيْدِي      فَلَمَّا رَشِقًا مِنْ دَكْنِ

② أَغْلَى مِنَ اللُّؤْلُؤِ وَأَرَّ      شَقًّا مِنَ الْقَدِّ الْحَسَنِ

③ هُوَ خَيْرُ مَا يُهْدَى إِلَيَّ      مَنْ يَبْتَغِي الذِّكْرَ الْحَسَنَ

④ يَا حَبَّذَا تِلْكَ الْعُلَى

⑤ مِنْ مَا جِدَّ جِبْرَ الزَّمَنِ

- ⑥ - كَمْ مُعَدِّمٍ نَالَ بِهِ مَا لَا عَظِيمًا فِي الْمَحْنِ
- ⑦ - كَمْ صَاغِرٍ عَزَّ بِهِ وَ نَالَ مَجْدًا بِالْوَطَنِ
- ⑧ - كَمْ مُفْحِمٍ أَلْقَى بِهِ خُطْبَاتِ سَحْبَانَ اللَّسَنِ
- ⑨ - كَمْ حَامِلٍ يَسْمُو بِهِ فَظْلٌ يُعْرِفُ بِالْعَلَنِ
- ⑩ - قَسَمًا بِهِ وَ بِمَجْدِهِ
- ⑪ - آلى إِلَهِهُ ذَوَالْمِنَنِ
- ⑫ - تُفْرِى الْأُمُورُ بِحَدِّهِ وَ لِمَجْدِهِ يَعْغُو الزَّمَنُ
- ⑬ - يُرْقَى اللَّدِغُ بِنَفْثِهِ فِيهَبَّ يَمْشِي مِنْ وَ سَنُ
- ⑭ - يُسْقَى الْحَدِيدُ بِنَبْعِهِ فَإِذَا بِهِ رَوْضٌ أَعْنُ
- ⑮ - سَيْفٌ صَقِيلٌ فِي الْوَعَى مَوْتُ ذَرِيْعٍ بِالرَّسَنِ

(محمد ناظم الندوي)

من "باقة الأزهار"

- ① My teacher gifted me a beautiful pen.  
made in Deccan.
- ② It is Expensive than a pen  
And prettier than the Statue.
- ③ It is the best gift for anyone.  
who wants to recall the good memories.
- ④ What a great gift it is.
- ⑤ From a righteous Scholar of the time.
- ⑥ So many poor people  
Made their fortune from their hardship.
- ⑦ So many down treated people got honoured  
And brought glory to their nation.
- ⑧ So many silent people gave speeches  
like Subhan the linguistic.
- ⑨ So many unknown people got high status.  
And got recognised in public.
- ⑩ I swear by pen and honour  
By which Allah the benefactor swear.

- ⑫ Matters are settled by The Nib.  
To which The world gives great honour.
- ⑬ By its spite the snake bitten is blown.  
Such that he wakes from his sleepiness.
- ⑭ By its stream dry land is cultivated.  
Such that it becomes luxuries garden.
- ⑮ It is a shining sword in battlefield  
And there is a sharp death in its -

By Mohammed Nazim Nadwi

### **Central Idea of Poem The Pen**

The pen was edited by Mr. Nazem al-Tanwei, who says that his teacher, Mr. Sulaiman al-Nadawi, has been given to him a pen from Hyderabad India.

In this poetry,

The poet describes this pen as the best gift given to him by the hand of the sheikh and the great world,

The poet describes his teacher's mentality and prestige in fact in a way that he described the following

- The pen has a great impact in the implementation of concepts to the souls of man.
- It is the best weapon of defense and attack.
- It is stronger than the sword in its intensity.

الدرس - 8

وصف القلم

①	Grifted	أعدي
②	My master	بيدي
③	elegant / graceful	رشيقة
④	More precious	أغلى
⑤	pearls (ح) لآلئ	المؤلؤ
⑥	delicate / slender	أرثق
⑦	good figure	القدا الحسن
⑧	better	خير
⑨	seekers	يبتغي
⑩	good reputation that honours	الذكر الحسن تلك العلى
⑪	Noble man	ماجد
⑫	time	زمن
⑬	poor / impoverished	معدم
⑭	got / gained	نال
⑮	great	عظيما
⑯	hardship	المحن
⑰	seruile	صاغر
⑱	honoured	عز
⑲	glory (ح) اجار	مجدا
⑳	Stammering	مفعم
㉑	speeches	قطبان
㉒	unknown / lazy	خامل
㉓	known	يعرف
㉔	popular	بالعين
㉕	I swear by god	قسوا
㉖	his glory	مجده
㉗	God	اله
㉘	Benefactor	ذوا من

	settled	تقرى
	diligance	يجد
	yield	يعنو
	incantation	يلقى
	stung	اللدغة
	drowsiness	وسن
	irrigates	يسقى
(ج) رياض	garden	روض
(ج) سيوف	sword	سيف
	barren land	جديب
	polished	صقيل
	death	موت
	rapid / quick	ذريع
	leash	رسن

الدرس - 8  
وصف القلم (نظم)

Central idea

الفكرة العامة

تصيدة " وصف القلم " قصيدة جميلة جداً في وصف القلم الذي أهدى للشاعر محمد ناظم الندوي من أستاذه السيد سليمان الندوي. فيها يحاول الشاعر أن يصف القلم وكذلك الإنجازات التي قام بها هذا القلم. حيث أهدى الشاعر يمدح أستاذه وكتابات القيمة التي ساعدت أيام عصير في حل المشكلات وابتعاد الحلول المناسبة لقضايا المجتمع وكشف الكثير من سميات السيد سليمان الندوي وبراءة كتاباته التي خدمت المجتمع و أظهرت قضايا كثيرة. أهدى الشاعر في وصفه لقلم أستاذه أمس إبداع



## الدّرس-9

# شكّيل وحميد يسافران إلى مومباي



① شكّيل وحميد صديقان وهما يسكنان في حارة سكنية واحدة ويدرسان

① في مدرسة واحدة وكذلك في صف واحد.

② عم شكّيل يسكن مع أسرته في مومباي ويعمل في مكتب تمويل كموظف

② كبير ويحتل منصب المدير الإداري.

Shakeel and Hamid go to Mumbai.

- ① Shakeel and Hamid are two friends who live in the same residential area and study in the same school and also in the same class.
- ② Shakeel's Uncle lives in Mumbai and works in Finance office as a big official and occupies the position of administrative.
- ③ Once on the marriage occasion of his Uncle's daughter Shakeel was on travel with his ~~the~~ family to <sup>to work</sup> Mumbai so he said to his friend Hamid. Why don't you come to Mumbai.
- ④ Perhaps if luck helps us we will be able to meet actors and actresses as Shakeel's Uncle is a big man in a finance office.
- ⑤

- ③ مرةً بمُناسبةِ زواجِ بنتِ عمِّه، كانَ على شَكِيلٍ أنْ يُسافرَ معَ أُسرتِه إلى
- ④ مُومبَايَ فقالَ لِصَدِيقِه حَمِيدٍ: لِمَذا لا تَقدمُ مَعِي إلى مُومبَاي. نَحضرُ الزَّواجَ
- ⑤ وَيَكُونُ لَدِينَا وَقْتُ لِمُشَاهَدَةِ تِلْكَ المَدِينَةِ الكَبيرةِ وَالشَّهيرةِ لِصِناعاتِها وَبِخاصَّةِ
- صِناعَةِ الأفلامِ. وَرُبَّما يُساعِدُنَا حَظُّنا حَتَّى نَقابِلَ بَعْضًا مِنْ أَبطالِ الأفلامِ
- ⑥ وَالبَطَلاتِ فِي حَفلةِ الزَّواجِ لِأَنَّ مُحَمَّدًا مُوظَّفٌ كَبيرٌ فِي مَكْتَبِ تَمويليِّ. الإِثنانِ
- ⑦ اتَّفَقا عَلى ذلِكَ وَكُلُّ طَلَبِ الإِذنِ مِنَ وَالِدِيهِ. الأُسرتانِ وَافْتَقَنا عَلى ذلِكَ. كانَ
- ⑧ السَّفَرُ بِالقطارِ السَّريعِ. تَشَكَّلَتْ هذِهِ المَجْموعَةُ مِنَ وَالِدِي شَكِيلٍ وَأُختِهِ الصَّغيرةِ
- وَالصَّدِيقَيْنِ — شَكِيلٍ وَحَمِيدٍ. جَلَسَ الوالِدانِ وَجهاً لِوَجهِ بجانِبِ الشُّباكِ يَنْظُرانِ
- ⑨ إلى الخَارجِ مِنَ القطارِ السَّائِرِ عَلى السُّكِّ الحَدِيدِيَّةِ، وَيُعلِّقانِ عَلى ما يَرِيانِهِ فِي
- الطَّرِيقِ. بَعَدَ الوُصُولِ إلى مَحطَّةِ مُومبَاي اسْتأجرتِ الأُسرةُ سِيارَةً وَتَوَجَّهتْ إلى
- ⑩ بَيتِ عَمِّ شَكِيلٍ.
- ⑪ سَعَدتْ أُسرةُ عَمِّ شَكِيلٍ لِرُؤيتِهِم. قَدَّمَ شَكِيلٌ حَمِيدًا لِأُسرةِ عَمِّه بِأنَّهُ صَدِيقُهُ
- ⑫ جَاءَ لِمُشَاهَدَةِ مَدِينَةِ مُومبَاي. بَعَدَ الزَّواجِ فِي يَومٍ أرسَلَ عَمُّ شَكِيلٍ الوالِدِينَ مَعَ
- ⑬ عَامِلٍ فِي مَكْتَبِهِ لِيرِيَهُما المَدِينَةَ وَمَدِينَةَ الأفلامِ.
- ⑭ وَفِي مَدِينَةِ الأفلامِ تَيَسَّرَ لِوالِدِينَ أَنْ يُقابِلَا بَعْضًا مِنَ الشَّخِصِيَّاتِ

- ④ After the marriage we have time to watch the big and famous city for its industries, especially filmmaking.
- ⑤ And maybe it helps us to meet the film actor and actress in the marriage because Mohammad is a big employee in Exchange office.
- ⑥ Both of them agreed on it and they all took permission from their parents.
- ⑦ Both the families agreed on it.
- ⑧ The Journey was by express train.
- ⑨ This group consists of Shaked's parents and his small sister and the his two friends: Shaked and Hammed.

السَّيْمَاءِ. فِي الْمَسَاءِ عَادَ الْإِثْنَانِ إِلَى الْبَيْتِ وَرَوَا مُشَاهِدًا تَهُمَا لِلْجَمِيعِ. بَعْدَ

ذَلِكَ بِيَوْمَيْنِ رَجَعَ شَكِيلٌ مَعَ أُسْرَتِهِ وَحَمِيدٌ إِلَى دِهْلِي. (17) (16)

### تمارين

(1) صرّف الأفعال التالية مع ذكر معنى كل صيغة:

روى. رأى. يتيسر. تشكك. ينظر

(2) كوّن الجمل المفيدة ممّا يأتي:

يحضران. يسكنان. يتشككان. يرويان

(3) اكتب فقرة وجيزة مستخدماً المثنى من الأفعال والأسماء.

(4) كمل ما يأتي:

أحمد ومحمد... وهما... في مصنع كبير في مدينة مومباي. هما...

للعمل كل يوم صباحاً في... الثامنة و... إلى البيت في الساعة الرابعة مساءً.

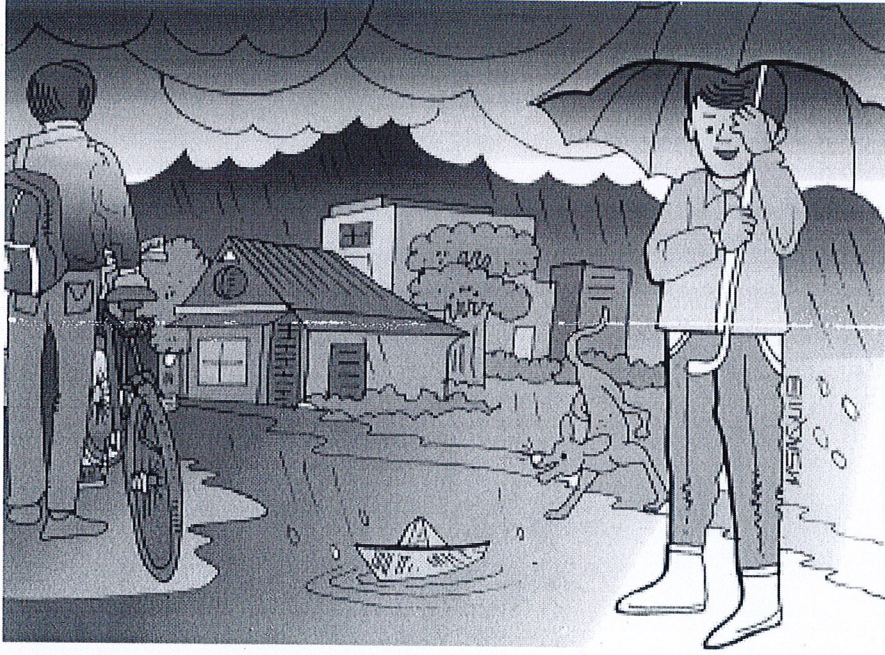
ثم بعد العشاء... للنزهة في حديقة الحارة.



- (10) Both the boys sat face to face beside the window. looking outside the running train. and they were doing comments in the way.
- (11) After reaching the Mumbai railway station the family hired a taxi and went to Shaukeel's Uncle house.
- (12) Shaukeel's Uncle's family became happy by meeting them.
- (13) Shaukeel introduced Hameed to his Uncle's family that he is his friend and ~~he~~ <sup>he came to visit Mumbai</sup>.
- (14) After the marriage Shaukeel's Uncle sent his two sons <sup>with</sup> ~~with~~ a worker of his office to show them the city and the city of movies. film city.
- (15) In the (city of films), film city, the boys can meet some of the characters.
- (16) In the evening they both returned to the house and they narrated to all what they saw.
- (17) After <sup>2 days</sup> ~~that~~ Shaukeel and his family can ~~went~~ returned to Delhi.

## الدرس 10.

### فِي يَوْمِ مَاطِرٍ



- ① - هَذِهِ الْأَيَّامَ هُنَا مَوْسِمُ الْأَمْطَارِ. فِي يَوْمِ عَمَلٍ بَدَأَ الْمَطَرُ يَنْزِلُ رَدَاذًا مِنْ
- ② الصَّبَاحِ الْبَاكِرِ. وَأَزْدَادٌ قَلِيلًا قَلِيلًا. ③ اسْتَيْقِظَ جَمِيعُ أَفْرَادِ الْأُسْرَةِ وَاحِدًا وَاحِدًا. ④
- ⑤ - كَانَ جَدِّي اسْتَيْقِظَ قَبْلَنَا جَمِيعًا فِي حَوَالِي السَّاعَةِ الرَّابِعَةِ وَالنِّصْفِ كَعَادَتِهِ. بَعْدَ
- ⑥ الْفَرَاغِ مِنْ صَلَاةِ الْفَجْرِ خَرَجَ لِلتَّنَزُّهِ فِي حَدِيقَةِ حَارْتِنَا كَعَادَتِهِ. ⑧ عَادَ الْجَدُّ لِلْمَنْزِلِ ⑨
- ⑦ - قَبْلَ مَوْعِدِ عَوْدَتِهِ الْإِعْتِيَادِيَّةِ. رَأَيْنَاهُ مُبْتَلًا. هُوَ إِنْسَانٌ مُسِنٌَّّ وَنَحِيلٌ. سَمِعْنَاهُ يَسْأَلُ

المراجعة

IN A RAINY DAY

- ① These days it is the rainy season here.
- ② One working day it started drizzling from early.
- ③ Then it increased little by little.
- ④ All the family members woke up one by one.
- ⑤ My grandfather woke up all of us at around 4:30 am as usual.
- ⑥ After the morning prayer he went out for enjoyment in the garden of the area as usual.
- ⑦ The grandfather returned to home before his usual time of coming back.
- ⑧ we saw him well.
- ⑨ He is an old and thin man.
- ⑩ we heard him coughing and he had a running nose.



- (11) وَأَنْفُهُ يَسِيلُ. أَسْرَعْتُ وَالِدَتِي إِلَيْهِ وَقَالَتْ: يَا أَبَا، يَلْزِمُ أَنْ تُغَيِّرَ مَلَابِسَكَ بِسُرْعَةٍ (12)
- (12) - وَفِي نَفْسِ الْوَقْتِ أَعَدُّ لَكَ الشَّايَ بِالزَّنَجَبِيلِ وَالْعَسَلِ مِنْ غَيْرِ الْحَلِيبِ. وَالْأَفْضَلُ (14)
- (13) أَنْ تَشْرَبَهُ سَاخِنًا ثُمَّ تَسْتَرِيحَ. أَخَذْتُ مِنْشَفَةً جَدِيدَةً وَأَعْطَيْتُهُ إِيَّاهَا. دَخَلَ الْجَدُّ
- (14) الْحَمَّامَ وَجَفَّفَ رَأْسَهُ وَبَدَنَهُ وَبَعْدَ ذَلِكَ لَبَسَ مَلَابِسَ جَدِيدَةً ثَخِينَةً، جَاءَتْ وَالِدَتِي (15)
- (15) وَفِي يَدِهَا صِينِيَّةُ الشَّايِ وَصَبَّتِ الشَّايَ فِي الْكُؤُبِ وَقَدَّمَتْهُ لِلْجَدِّ. ارْتَشَفَ الْجَدُّ
- (16) الشَّايَ. أَمَا أَنَا فَجَلَسْتُ بِجَانِبِهِ وَذَلِكَ يَدِيهِ وَرَأْسَهُ وَرِجْلَيْهِ فَنَامَ الْجَدُّ فِي دِفْءِ الْفِرَاشِ بِسُرْعَةٍ.

- (17) - أَمَا وَالِدِي فَهُوَ بَدَأَ يَسْتَعِدُّ لِلذَّهَابِ إِلَى مَكْتَبِهِ، وَقَالَ: أَنْتُمْ يَا أَوْلَادُ، اسْتَعِدُّوا
- (18) - بِسُرْعَةٍ، رُبَّمَا لَا تَأْتِي الْيَوْمَ سَيَّارَةُ الْمَدْرَسَةِ أَوْ تَتَأَخَّرُ لِأَنَّ الْمَطَرَ بَدَأَ يَنْزِلُ هُطُولًا. أَنَا
- (19) - آخِذُكُمْ مَعِي فِي سَيَّارَتِي وَأَنْزِلُكُمْ عِنْدَ الْمَدْرَسَةِ فِي طَرِيقِي إِلَى مَكْتَبِي.
- (20) - فَنَادَتْ عَلَيْنَا وَالِدَتِي مِنَ الْمَطْبَخِ قَائِلَةً: الْفُطُورُ جَاهِزٌ عَلَى الْمَائِدَةِ (تَعَالَوْا (21)
- (21) وَكُلُّوا فُطُورَكُمْ وَتُرَافِقُونَ أَنْتُمْ الثَّلَاثَةُ أَنْتِ وَأَخُوكَ وَالْأَخْتُ، وَالِدُكُمْ فِي سَيَّارَتِهِ
- (21) حَتَّى يُنْزِلَكُمْ عِنْدَ الْمَدْرَسَةِ. نَحْنُ كُنَّا تَوَجَّهْنَا إِلَى مَائِدَةِ الْفُطُورِ. بَعْدَ الْفَرَاحِ مِنْ (22)
- (23) الْفُطُورِ أَخَذْنَا حَقَائِبَنَا وَرَكَبْنَا السَّيَّارَةَ مَعَ وَالِدِنَا. وَجَدْنَا قَلِيلِينَ مِنَ الطُّلَابِ
- (24) وَالطَّالِبَاتِ وَالْمُدْرِّسِينَ وَالْمُدْرِّسَاتِ مُجْتَمِعِينَ فِي فِنَاءِ الْمَدْرَسَةِ الْمَسْقُوفِ مَعَ (25)
- (25) نَاطِرِ الْمَدْرَسَةِ لِلدُّعَاءِ قَبْلَ بَدْءِ الدَّرُوسِ.

In a rainy day

- ⑪ My mother rushed to him and said o' Father.
- ⑫ you have to change your clothes quickly. and in the meantime I will prepare for you tea with ginger and honey. without milk.
- ⑬ And it is better for you to take it hot and then take rest
- ⑭ I took a new towel and gave it to him.
- ⑮ The grandfather entered the bath room and dried his head and body and after that he wore new and thick clothes. My mother came in and in hand was a tray. She poured the tea in the cup and gave it to the grandfather.

In a rainy day

- (16) The grandfather sipped the tea. I sat beside the grand grandfather and massaged his heads and legs so the grandfather slept in the warmth of the bed.
- (17) As for my father he started getting ready to go to his office. He said.
- (18) Oh boys get ready soon, ~~perp~~ perhaps perhaps the school bus will not come today as it will be late because it started raining heavily.
- (19) I will take you in my car and drop you near the school on the way to my office.
- (20) My mother called us from the kitchen saying the breakfast is ready on the dining table.

In a rainy Day

- (21) come and have your breakfast on the table.
- (22) And you three will accompany your father in his car. So that he will drop you near the school after having breakfast.
- (23)
- (24) We found less number of students and male and female teachers in the corridors with the headmaster for morning prayers.
- (25) After coming back from school. we found at our home only our maid. we asked her about others.
- (26) She said Grandfather's condition became bad at 10 o'clock.
- (26) We called your father from his office (27) so that he will take him to hospital.

٢٥) بَعْدَ الْعُودَةِ مِنَ الْمَدْرَسَةِ وَجَدْنَا فِي الْمَنْزِلِ خَادِمَتَنَا فَقَطُّ فَسَأَلْنَاهَا عَنِ

الْآخِرِينَ. فَقَالَتْ: سَاءَتْ حَالَةُ الْجَدِّ فِي حَوَالِي السَّاعَةِ الْعَاشِرَةِ. طَلَبْنَا وَالِدَكُمْ

٢٦) مِنَ الْمَكْتَبِ حَتَّى يَأْخُذَهُ لِلْمُسْتَشْفَى. فَكُلُّهُمْ الْآنَ فِي الْمُسْتَشْفَى مَعَ الْجَدِّ. نَحْنُ

٢٨) فِي الْحَدِيثِ إِذْ رَنَّ جَرَسُ التَّلْفُونِ، فَرَفَعْتُ السَّمَاعَةَ وَسَمِعْتُ صَوْتَ وَالِدَتِي قَائِلَةً:

الْحَمْدُ لِلَّهِ، بَابَا الْآنَ جَيِّدٌ. وَنَحْنُ فِي طَرِيقِ الْعُودَةِ. نَصِلُ الْبَيْتَ إِنْ شَاءَ اللَّهُ فِي

٣٠) نِصْفِ سَاعَةٍ. كُلُّوا الْغَدَاءَ وَاسْتَرِيحُوا. فَشَكَرْنَا رَبَّنَا. نَحْنُ نُحِبُّ جَدَّنَا كَثِيرًا. وَهُوَ

٣٣) فِي الْحَقِيقَةِ يُحِبُّنَا أَكْثَرَ.

## تمارين

(1) كوّن الجمل المفيدة ممّا يأتي :

هو ها ك أنتم أنتِ

هنّ نحن نا ي أنا

(2) اكتب جميع الضمائر المنفصلة مع ذكر المعاني.

In a rainy day

- (28) While we were talking the phone bell rang. I picked and received. I heard my Mom telling Allah Thank God. grandfather is now ok.
- (29) We are on the way back home.
- (30) We will reach in half hour Insh Allah. → (If Allah wills).
- (31) You have your lunch and take rest. We thanked our "Rab".
- (32) We love our grandfather. too much.
- (33) but he loves us more.

مع

الدرس - 14

احمد واماني بي انتظار الامتحان

معاني الكلمات :

ما جاؤوا - didn't come

متأكد - sure

الطوع (ج) appointment

كنت - are

موجودين - present

بالضبط - exactly

اذن - them

جائعة - hungry (opp) شعبان

متعبة - tired

مشينا - we walked

تلبس - wearing

عقد (ج) عقود - necklaces

اية - which

الاشقران - fair (opp) اسمران

الاسمران - dark

اعتقد - think

اجنبية - foreigner (ج) اجنبيات

عزيزتي - my dear

استطيع - can

جيذاً - very well

بدون - without

نسيت - I forget

تفضل - take

اخذ احضرتها - I brought it

ستحتاجها - need it

النحاس - copper

مصنوع - made

اتذكر - I remember

بجانب - beside (ج) جوانب

الموضوع - topic (ج) مواضيع

فوق الباب - at the door

فوح - wave

التحيات - greeting

متبادلين - exchange

الفاكسات - jokes

فيغه - his wish

Amani: Please take your glasses. I bought it <sup>with me</sup> for you because I knew that you'll need it.

Ahmed: Now I can see well. Right, indeed the necklace is beautiful. ~~And~~ But that isn't like we saw in that shop. This is made up of copper.

Amani: No don't say it! It is made of gold.

Ahmed: Anyway, I forgot where that shop is.

Amani: I remember well. It is in Konat Place shop beside the children toy shop from which we bought gifts for both boys.

Ahmed: Sorry, I don't remember. Anyway, by which is important

Amani: You remember <sup>em</sup> things that are important for you only.

Ahmed: And you also remember things which are important for you only.

Amani: Look, they are coming, we'll discuss about this topic later.

Ahmed: Where are they?

Amani: Look, well at the door, they are standing there.

Ahmed: Oh yes, they are looking <sup>to</sup> for us.

## Lesson - 11

Ahmed & Amani wait for the friends

Amani: Time now is 9 o'clock & till now they didn't come.

Are you sure for the appointment?

Ahmed: <sup>well</sup> Yes, you with us, and told me that they'll indeed be present in the restaurant at 8 o'clock exactly.

Amani: Then, why are they late? I'm hungry & tired. We walked today very much from shop to shop.

Ahmed: And I'm too hungry & tired like you.

Amani: Look oh Ahmed to this lady who is wearing red <sup>indeed she's</sup> shirt wearing necklace <sup>of</sup> from gold like the which we saw in that shop jewellery shop in Konat Place shop.

Ahmed: Which woman?

Amani: That fair woman who is sitting with a dark young man in middle of the restaurant I think she's a foreigner.

Ahmed: Oh my dear sorry. I can't see well without the spectacles.. I forgot my spectacles on the table in room.



5. أنت صائفة
6. أنا عجون
7. أنا صديقك
8. هذا صالكان

4. اقرأ الجملة الآتية بعناية:

1. أنت قادم من باكستان. *You came from Pakistan.*
2. هو شاب من المغرب. *He is a young boy from Morocco.*
3. هذا جاجان من الهند. *They are pilgrims from India.*
4. أنت مسافرات الى العراق. *They are travelling 2 Iraq.*
5. الضمائر منفصلة للمخاطب بالرفع. *I am travelling 2 Makkah.*
6. نحن مسلمون من العراق. *He is going 2 Australia.*
7. هي ذاهبة الى أستراليا. *You see scholars from Thailand.*
8. أنتما عالمان من تايلاند.

Ahmed & Amari waved them with their hands. The friends came to their table and sat & exchanged greeting & jokes. After some time, all of ordered eatables & drinks all on their wish.

تمارين

1. املا الفراغ بالضمائر المتصلة المناسبة مستعينا بالدرس.
2. أنت كنت معنا.
3. نسيت نظارتي على الطاولة في الغرفة.
4. احضرتنا لك معي لأنني عرفت أنك ستحتاجها.
5. إنه مصنوع من الذهب.
6. انا جاج ومنتعب مثلك.
7. انظروا ينظرون علينا.

3. اختر ضميرا مناسباً ليكون مبتدأ:

1. هو عامل نشيط.
2. هذا مسافرتان.
3. أنتم مؤدبون.
4. أنتن فتيات.

## تمارين

1. أجب عن الأسئلة الآتية:

س1- من تأخر في الوصول إلى المطعم؟  
ج1- تأخر الأهدق في الوصول إلى المطعم.

س2- لماذا لم يستطع أحمد أن يرى العقد جيدا؟  
ج2- لم يستطع أحمد أن يرى العقد جيدا لأن نسياني النظرية.

س3- من أي معدن كان العقد مصنوعا؟  
ج3- العقد مصنوع من الذهب.

س4- أين وقع محل العقد؟  
ج4- وقع محل العقد في سوق كونات بليس بجانب محل ألعاب الأطفال.

س5- ماذا فعل الأهدق في المطعم؟  
ج5- الأهدق جلسوا متبادلين التحيات والفكاهات.

و بعد قليل طلب الجميع الاكلات والمشروبات كل على كيفة.

كون الجهل

جاءوا - الأولاد جاءوا بابتهاجي الهدايا المساء

جائخ - ذلك الولد الطويل جائخ.

الشقراء - اطرات <sup>المراة</sup> الشقراء جميلة.

اعتقد - اعتقد اخوتي تدرس في غرفتها

انظاره - انا ما نلتبس النظارة

عرفت - عرفت عن الامتحانات من المدرسة.

عقد - هذا عقد جميل جدا.

النحاس اكل احب مقالات المصنوع من النحاس

اذكر - انا لا اذكر هذا الجواب <sup>الا واني</sup> 104

لوح - لوح احمد إلى امانتي

## يُزُورُ عَادِلٌ مَدْرَسَةَ ثَانَوِيَّةً فِي دِهْلِي



- ① جَاءَ نِي صَدِيقٌ مِنْ مِصْرَ، هُوَ مُدْرَسٌ فِي مَدْرَسَةِ ثَانَوِيَّةٍ فِي الْقَاهِرَةِ —
- ② عَاصِمَةَ مِصْرَ، بَعْدَ أَنْ اسْتَرَاخَ لِيَوْمَيْنِ كَامِلَيْنِ قَالَ لِي: أَيُّ مُحَمَّدٌ، صَحِيحٌ، إِنِّي
- ③ جِئْتُ فِي إِجَازَةٍ حُضُوصِيَّةٍ وَلَكِنِّي لَا أُرِيدُ أَنْ أَقْضِيَ كُلَّ وَقْتِي فِي الْإِسْتِرَاحَةِ وَ
- ④ مُشَاهَدَةِ الْأَثَارِ الْقَدِيمَةِ وَالْأَفْلَامِ الْهِنْدِيَّةِ وَالْإِنِّي مُدْرَسٌ فِي مَدْرَسَةِ ثَانَوِيَّةٍ فِي
- ⑤ الْقَاهِرَةِ، أَوْدُ أَنْ أَزُورَ مَدْرَسَةَ لِتَعْلِيمِ الثَّانَوِيِّ وَأُقَابِلَ الْمُدْرَسِينَ وَالْمُدْرَسَاتِ

Adil visits secondary school in  
New Delhi

- ① A friend from Egypt came to me he is a teacher in secondary school in Cairo.
- ② It is the capital of Egypt. After taking 2 days of rest he said to me.
- ③ O Muhammed. It is correct that I came on special vacation but I don't mind want to spoil all my time in taking rest, watching historical monuments and hindi films.
- ④ because I am a teacher in secondary school in Cairo. I wish to visit the ~~school of~~ secondary school and meet the teachers and to meet with students and non-teaching staff.
- ⑤ I wish to sit with them and I want to know the subject which they teach in secondary schools here.

- ٤) وَالطُّلَابَ وَ الطَّالِبَاتِ وَالْعَامِلِينَ وَالْعَامِلَاتِ. أَوْدُ أَنْ أَجْلِسَ مَعَهُمْ وَ أتعَرَفَ عَلَيْهِم
- ٥) وَ أتعَرَفَ عَلَى المَوَادِّ الَّتِي يَتِمُّ تَدْرِيسُهَا فِي المَدَارِسِ الثَّانَوِيَّةِ عِنْدَكُمْ.
- ٦- فقلتُ : أَي عَادِلٌ، هَذِهِ لَيْسَتْ مُشْكِلَةً، هُنَاكَ مَدْرَسَةٌ ثَانَوِيَّةٌ فِي هَذِهِ الحَارَةِ
- ٦) نَفْسِهَا، كُنْتُ طَالِبًا فِي هَذِهِ المَدْرَسَةِ. وَ أَنَا أعْرِفُ نَاطِرَ المَدْرَسَةِ. هُوَ إِنْسَانٌ
- ٨) طَيِّبٌ، هُوَ سَوْفَ يُرْحَبُ بِنَا، إِنْ شَاءَ اللهُ، وَلَكِنْ قَبْلَ الزِّيَارَةِ يَلْزَمُ أَنْ أَكَلِّمَهُ حَتَّى
- ٨) يَأْخُذَ الإِسْتِعْدَادَ اللَّازِمَ لِإِسْتِقْبَالِكِ، وَ يَسُرُّكَ أَيْضًا إِنْ عَرَفْتَ أَنَّهُمْ يُدْرِسُونَ أَيْضًا
- ٨) اللُّغَةَ العَرَبِيَّةَ فِي هَذِهِ المَدْرَسَةِ. كَلَّمَ مُحَمَّدٌ نَاطِرَ المَدْرَسَةِ عَلَى التِّلْفُونِ الَّذِي قَبْلَ
- ٩) هَذِهِ الزِّيَارَةِ وَ حَدَّدَ يَوْمَ الجُمُعَةِ لِلزِّيَارَةِ. فِي يَوْمِ الجُمُعَةِ ذَهَبَ مُحَمَّدٌ وَعَادِلٌ إِلَى
- ١٥) المَدْرَسَةِ فِي السَّاعَةِ العَاشِرَةِ صَبَاحًا. هُمَا وَصَلَا المَدْرَسَةَ فِي الوَقْتِ
- ١٥) المُحَدَّدِ. وَ وَجَدَا النَّاطِرَ فِي انْتِظَارِهِمَا فِي مَكْتَبِهِ.
- ١١) قَدَّمَ مُحَمَّدٌ عَادِلًا لِلنَّاطِرِ قَائِلًا. هَذَا صَدِيقِي عَادِلٌ مِنْ مِصْرَ، فَقَالَ النَّاطِرُ:
- ١٢) أَهلاً وَ سَهلاً بِالضَّيْفِ الكَرِيمِ، سَيِّدِي، قَبْلَ الشُّرُوعِ فِي جَوْلَةِ المَدْرَسَةِ أَوْدُ أَنْ
- ١٢) أعْرِفَ سِيَادَتَكَ بِزِمِيلَتِي زَيْنَبَ، هِيَ مُدْرَسَةُ اللُّغَةِ العَرَبِيَّةِ. سَلَّمْتُ زَيْنَبُ عَلَى
- ١٣) الضَّيْفِ قَائِلَةً: وَ أَنْتَ سِيَادَتُكَ تُدْرَسُ اللُّغَةَ الإِنْجِلِيزِيَّةَ فِي مَدْرَسَتِكَ فِي القَاهِرَةِ،
- ١٣) عَرَفْتُ ذَلِكَ مِنْ بَيَانَاتِكَ الشَّخْصِيَّةِ. كَلَّمْتُ زَيْنَبُ بِاللُّغَةِ العَرَبِيَّةِ فَقَالَ عَادِلٌ: أَنْتِ
- ١٤) جَيِّدَةٌ فِي اللُّغَةِ العَرَبِيَّةِ. بَعْدَ ذَلِكَ خَرَجَ النَّاطِرُ مَعَ الضَّيْفِ وَ مُحَمَّدٍ، أَمَّا زَيْنَبُ فَهِيَ
- ١٥)

Lesson-12 no 25-2  
Adil Visits Secondary School in Delhi

- ⑥ I said Oh Adil. It's not a big problem there is a secondary school in this locality itself. I was the student in this school and ⑦ I know the principal.
- ⑧ He is a good person and he will welcome us but before visiting it is necessary to talk with him so he will make necessary arrangements to meet with you. And he will make you happy when you know that the Arabic language is taught.
- ⑨ Muhammed talked with the principal on telephone and he accepted the visit and set the date to Friday.
- ⑩ On Friday Muhammed and Adil went on the fixed time. They both found the principal waiting in the office.
- ⑪ Muhammed introduced Adil to the principal.

- (12) Saying <sup>that</sup> "This is my friend Adil from Egypt." Principal said:- Welcome to our respected guest before visiting our school I wish to meet you to our colleague Zainab. Zainab she is a teacher in Arabic language.
- (13) Zainab greeted the guest and said and you teach English in Cairo.  
I came to know from your bio-data.
- (14) Adil said:- You are very good in Arabic
- (15) After that. Principal came out with the guest whereas Zainab stayed in the office.
- (16) The principal went to the staff room
- (17) There were teachers
- (18) Principal presented Joseph, Ahmed and Sharma saying they are teaching English.

- (15) بَقِيَتْ فِي الْمَكْتَبِ. ذَهَبَ النَّاطِرُ إِلَى غُرْفَةِ جُلُوسِ الْأَسَاتِذَةِ. وَكَانَ فِيهَا مُدْرِّسُونَ (16)
- (17) وَمُدْرِّسَاتٌ. قَدَّمَ النَّاطِرُ لِلضَّيْفِ جُوزِيْفَ وَأَحْمَدَ وَشَارْمًا قَائِلًا: هُمْ يُدْرِّسُونَ (18) →
- 19 اللُّغَةَ الْإِنْجِلِيزِيَّةَ، ثُمَّ تَقَدَّمَ إِلَى أَوْشَا وَأَنْبِيْتَا وَشُوجِي وَقَالَ: هُنَّ يُدْرِّسْنَ عِلْمَ
- (20) الْإِقْتِصَادِ، بَعْدَ ذَلِكَ قَالَ لِلضَّيْفِ: فَلْنَذْهَبْ الْآنَ إِلَى الْمَكْتَبَةِ، رَأَى عَادِلٌ ثَلَاثَةَ
- (20) أَشْخَاصٍ وَاقِفِينَ عَلَى بَابِ الْمَكْتَبَةِ. تَقَدَّمَ عَادِلٌ نَحْوَهُمْ وَقَالَ: مَنْ أَنْتُمْ؟ هَلْ أَنْتُمْ
- (21) طَلَبَةٌ، فَقَالُوا: لَا، نَحْنُ نَعْمَلُ فِي الْمَكْتَبَةِ، أَنَا جَمِيلٌ، أَنَا أَمِينُ الْمَكْتَبَةِ، هَذِهِ آشَا،
- (21) وَهِيَ رَنَا، هُمَا مُسَاعِدَتَايَ، رَأَى عَادِلٌ بَنَاتٍ جَالِسَاتٍ. تَقَدَّمَ عَادِلٌ إِلَيْهِنَّ وَقَالَ:
- (22) هَلْ أَنْتُنَّ أَيْضًا عَامِلَاتٌ فِي الْمَكْتَبَةِ، فَقُلْنَ: لَا، يَا سَيِّدِي، نَحْنُ طَالِبَاتٌ، رَأَى عَادِلٌ
- أَمْرَاتَيْنِ وَاقِفَتَيْنِ فِي نَاحِيَةٍ، فَقَالَ: وَأَنْتُمَا؟ مَنْ أَنْتُمَا؟ فَقَالَتَا: نَحْنُ نُسَاعِدُ أَمِينَ (23)
- (23) الْمَكْتَبَةِ، بَعْدَ إِقْلَاءِ نَظَرَةٍ سَرِيعَةٍ فِي الْمَكْتَبَةِ، أَخَذَ النَّاطِرُ الضَّيْفَ فِي جَوْلَةٍ لِلْمَدْرَسَةِ (24)
- (25) وَذَهَبَ مِنْ صَفٍّ إِلَى صَفٍّ وَقَدَّمَ لَهُ الْأَسَاتِذَةَ وَالطَّلَبَةَ وَبَعْدَ الْجَوْلَةِ، عَزَمَ النَّاطِرُ
- (25) عَادِلًا وَمُحَمَّدًا عَلَى الشَّايِ مَعَهُ فِي مَكْتَبِهِ.



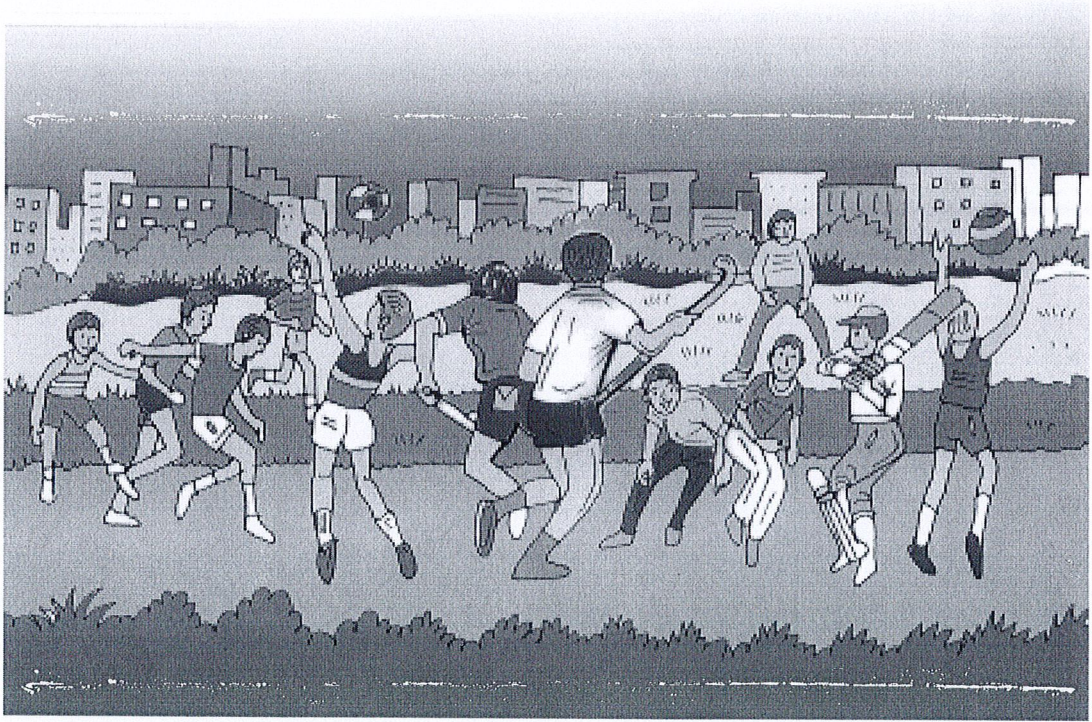
- (19) Then he went to Sujji, Anita, and Usha. These are our economic teachers.
- (20) Then he said let's go to the guest let's go to the library. Adil saw three persons ~~Adil moved towards them~~ and said:- They were standing near the library door.
- (21) Adil moved towards them and said: Who are you. are you students. They said:- No we work in the library. I am Jameel. I am the librarian. She is Asha and she is Rana. they both are my assistants.
- (22) Adil saw and moved towards them and said you are also working in this library. No sir we are students.

(23) Adil saw two girls standing in the class corner. and said you both? who are you? and they both said we help the library.<sup>2</sup>

(24) After looking at the library, <sup>(25)</sup> the principal took the guest for a school round. and he went from one class to another. and the students met him. The principal invited him for tea ~~to~~ in his office.

## الدرس - 13

# فِي مَيْدَانِ اللَّعِبِ



يَسْكُنُ مُحَمَّدٌ وَحَامِدٌ وَأَحْمَدُ فِي حَارَةِ سَكْنِيَّةٍ وَاحِدَةٍ فِي نِيودِهْلِي

وَيَدْرُسُونَ فِي مَدْرَسَةٍ وَاحِدَةٍ وَاقَعَةٍ بِالْقُرْبِ مِنْ حَارَتِهِمْ. فِي يَوْمٍ خِلَالَ فَتْرَةِ

الِاسْتِرَاحَةِ بَدَأَ مُحَمَّدٌ مَرِيضًا وَلَمْ يَأْكُلْ شَيْئًا وَتَوَجَّهَ مَعَ حَامِدٍ وَأَحْمَدَ إِلَى مَيْدَانِ

الْمَدْرَسَةِ. فَرَأَوْا بَعْضًا مِنَ الطُّلَّابِ يَلْعَبُونَ كُرَةَ الْقَدَمِ. انْضَمَّ حَامِدٌ وَأَحْمَدُ إِلَيْهِمْ

نواصب المضارع وجوازمه

The Playground

- ① Muhammed, Hamid and Ahmed live in the same residential area in New Delhi.
- ② And they are studying in same school which is located near by their resident.
- ③ One day during lunch break Muhammed fell sick he did not eat anything. And <sup>went with</sup> ~~with Muhammed and~~ Hamid and Ahmed went to the playground of the school.
- ④ They saw some students playing football. Hamid and Ahmed joined them but Muhammed did not participate.
- ⑤ He stood near the corner to see the game.
- ⑥ After sometime Muhammed fell unconscious on the floor of the ground.
- ⑦ Hamid and Ahmed picked him and took him to the school clinic.
- ⑧ The doctor was not present in the clinic.

- (3) - وَلَكِنَّ مُحَمَّدًا لَمْ يَشْتَرِكْ فِي اللَّعِبِ. فَوَقَفَ جَانِبًا لِيَتَفَرَّجَ عَلَى اللَّعِبِ وَاللَّاعِبِينَ.
- (5) - بَعْدَ قَلِيلٍ مِنَ الْوَقْتِ وَقَعَ مُحَمَّدٌ مَغْشِيًّا عَلَيْهِ عَلَى أَرْضِيَّةِ الْمِيدَانِ. حَمَلَهُ حَامِدٌ وَ
- (6) - أَحْمَدٌ إِلَى مُسْتَوَصِفِ الْمَدْرَسَةِ. مِنْ سُوءِ الْحِظِّ لَمْ يَكُنِ الطَّبِيبُ مَوْجُودًا فِي (7) →
- (8) - الْمُسْتَوَصِفِ فِي ذَلِكَ الْوَقْتِ. وَصَلَ خَبْرُ الْحَادِثِ إِلَى نَاطِرِ الْمَدْرَسَةِ، فَطَلَبَ مُعَلِّمَ (9) الرِّيَاضَةِ. قَدِمَ الْمُعَلِّمُ بِسُرْعَةٍ إِلَى مَكْتَبِ النَّاطِرِ. قَالَ النَّاطِرُ: مُحَمَّدٌ مَرِيضٌ. عَلَيْكَ
- (10) - أَنْ تَذْهَبَ إِلَى الْمُسْتَوَصِفِ فَوْرًا لِرِعَايَةِ مُحَمَّدٍ وَيَلْزَمُ أَنْ تَطْلُبَ الدُّكْتُورَ شَرِيفًا
- (11) - لِيَفْحَصَهُ وَيُعْطِيَهُ الدَّوَاءَ الْمَطْلُوبَ وَإِنْ لَمْ يَكُنِ الدَّوَاءُ مَوْجُودًا فِي الْمُسْتَوَصِفِ
- (12) - إِذَنْ تَبَعْتَ الْفَرَاشَ أَوْ طَالِبًا إِلَى الصَّيْدَلِيَّةِ لِشِرَاءِ الدَّوَاءِ. وَيَلْزَمُ أَنْ تَبْقَى بِجَانِبِ
- (13) - مُحَمَّدٍ حَتَّى يُفِيْقَ. لَا تَنْسَ يَا أَسْتَاذُ إِنَّ مُحَمَّدًا لَا عَبَّ حَيِّدٌ وَكَذَلِكَ هُوَ طَالِبٌ
- (14) - مُجْتَهِدٌ وَفَوْقَ ذَلِكَ هَذِهِ مَسْئُورِيَّتُنَا فِي الْوَقْتِ الْحَاضِرِ. يَلْزَمُ أَنْ لَا نُهْمَلَ فِي آدَاءِ
- (15) - وَاجِبِنَا وَطَلَبِ النَّاطِرِ حَامِدًا وَقَالَ: عَلَيْكَ أَنْ تَذْهَبَ إِلَى بَيْتِ مُحَمَّدٍ حَتَّى تُخْبِرَ
- (16) - وَالِدَيْهِ وَالْآخَرِينَ فِي بَيْتِهِ حَتَّى يَأْتُوا إِلَى الْمَدْرَسَةِ لِكَيْ يَأْخُذُوهُ إِلَى الْبَيْتِ فِي رِعَايَتِهِمْ.
- (17) - وَبَعْدَ هَذَا كُتِبَ طَلَبُ النَّاطِرِ أَحْمَدَ وَقَالَ لَهُ: عَرَفْتُ أَنَّكَ وَحَامِدٌ وَ مُحَمَّدٌ
- (18) - أَصْدِقَاءُ حَمِيمُونَ. قُلْ لِي كَيْفَ سَقَطَ مُحَمَّدٌ مَغْشِيًّا عَلَيْهِ، هَلْ هُوَ مَرِيضٌ؟
- (18) - قَالَ أَحْمَدُ: سَيِّدِي النَّاطِرُ: يَبْدُو كَذَلِكَ، وَإِنَّهُ لَمْ يَأْكُلْ شَيْئًا فِي فَتْرَةٍ

The playground

- ⑧ The principal came to know the news so he called the sports teacher.
- ⑨ The sports teacher hurried to the principal office.
- ⑩ The principal said :- Muhammed is sick.
- ⑪ you have to go to the clinic immediately. for Muhammed's case and you should call the doctor 'Sharif' to him give him required medicine. and if the medicine is not available in the clinic then send the poem to the pharmacy to buy the medicine.
- ⑫ And you should stand beside Muhammed to be cured.
- ⑬ Don't forget that Muhammed is a good player and a very hard working boy this is a responsibility and we should not be careless.

Lesson-13  
The playground

Pg-3

- (14) And he called Hamid and said:-  
(principal)
- (15) you have to go to Muhammed house to inform his parents. and others to take him to his house for his care.
- (16) After all this the principal called Ahmed and he said. I know you Hamid, and ~~Ahmed~~ Muhammed, and Ahmed are best friends.
- (17) Tell me how Muhammed fell Unconscious? was he sick?
- (18) Ahmed told :- Oh Sir it start like this He didnot eat anything in the lunchbreak
- (19) and we went to the playground and were playing football with other students. He was
- (20) not playing with us and he was standing in
- (21) and was watching. our game.
- (22) You know today is ~~very~~ hot day.
- (22) And at the same time sports teacher came and he said principal Muhammed is cured.

الإستراحة. ذهبنا إلى الميدان وكنا نلعب كرة القدم مع آخرين من الطلبة. إنه لم يلعب

٢٠- معنابل وقف جانباً يتفرج على اللعب. وتعرف سيادتك أن الحرارة شديدة اليوم.

٢١- ربما الحرارة هي التي أثرت فيه. في نفس الوقت قدم معلّم الرياضة وقال: يا سيدي

٢٢- الناظر: محمّد قد أفاق. هو بخير. الأمر ليس خطيراً. قال الناظر: الحمد لله ربّ

٢٣- العالمين. ونصح جميع الطلبة أن لا يلعبوا في الشمس حتى لا تؤثر فيهم الحرارة

٢٤- وقال أيضاً: عليكم أن تشربوا الماء كثيراً في هذه الأيام، وقال لمحمّد: عليك أن

٢٥- تستريح ليوم أو يومين وأن تأكل جيّداً. في ذلك الوقت وصل أفراد أسرة محمّد

٢٥- أكّد لهم محمّد والناظر أنه في صحّة جيّدة.

## تمارين

(1) كوّن الجمل ممّا يأتي :

سوء الحظ. حسن الحظ. مستشفى المدينة. كرة القدم.

كرة اليد. كرة السلة. كرة الماء. فترة الاستراحة



Lesson - 13  
The Playground

Pg - 10

- (23) He is fine there is no danger.  
The principal said Praise to Allah  
the lord of the world.
- (24) And he advised all the students  
not to play in the sun. until the  
heat does not effect you. And he  
also said :- you have to drink a lot  
of water on these days.
- (25) And he said to Muhammed you  
have to take rest for a day or 2 days  
At that time his family members came.



## Lesson - 14

### Feelings of The Stranger

- ① I see in India the eastern way of life. And the hidden moral diseases of Indian.
- ② The east does not have enough space for their sons in their hearts. And it accepted the influence of hundred of western leaders.
- ③ How ridiculous it is that the cow has got good status. whereas man is being humiliated.
- ④ How much will you cry when you see the field of India's huge crowd of poor people.
- ⑤ In the calmness night you will find many poor people sleeping on the footpath.
- ⑥ The misery have put them in shabby clothes and under the shade of sorrow and grief.

الدرس 14

من حنايا الغريب

معاني الكلمات

تعون - contempt/become easy	حنا - curve/Bending
اقوام - people (م) قوم	حناياها - Inside
بانس (ج) بانسيقون - unhappy	الغريب - the stranger (ج) غرباء
اسيل - lower	ارى - see
دؤس - unhappiness	الشرق - the east
مزق - torn	داء - disease
ثياب - dresses (م) ثوب	دفين - hidden
شجون - grief/sad (م) شجن	ضاق - tight/narrow
هدؤ - silence (م) ازعاج	صدر - chest (ج) صدور
	حوى - gather
	قادة - leaders (م) قائد
	مئیں - hundreds (م) مئه
	ما - when
	ترعى - grazing

- The poet sees the whole east [the people from the oriental countries] in India itself soon after its independence. By the word [latent diseases] he means the living conditions of Indians which were very bad. He notices misery & despair due to the never ending unemployment, poverty, inadequate wages & degradation of the working class. The standard of living was very poor.

- The east didn't pay much attention to its own people & at the same time it accepted many western leaders & rulers to rule & control its countries. As the poor people slept on foot paths & in slums whereas the western leaders lived luxuriously in bungalows & palaces specially made for them.

- The condition of laymen was very pathetic. They were regarded worst than animals, their poor

فكرة العامة  
 يهجو الشاعر في هذه القصيدة "من حنايا الغريب" <sup>describe</sup>  
 حالة الشعب الهندي من الفقر والبؤس والألم تحت احتلال <sup>capture</sup>  
 الاستعمار الغربي له. <sup>bain</sup> وأنه يشغل أكبر نسبة الفقراء في <sup>citizens</sup>  
 العالم. <sup>poor</sup>

### Reference

These couplets are taken from the poem من حنايا الغريب written by the Syrian poet. <sup>يحيى</sup> عمر <sup>from</sup> ~~the~~ الشعر العربي المعاصر الحديث بعد الاستقلال. <sup>درس</sup> في منهاج التعلیم الثانوی للصف العاشر

### Explanation

In this poem, the poet portrays the clear picture of poor people of India after Independence. He observes that the Indian subcontinent has the largest no. of poor people in the world.

specter of working class poverty & misery. It demands an important justification for govt. & economic affairs. More than 75% of poor people reside in villages. The Indian regime has undoubtedly failed in its responsibilities towards its citizen over the last 50 odd years.

quality of life demoralized them in every aspect. They were considered worthless & the animals like cow were given due respect.

- The poet puts a question in pathetic mood & exclaims that how could you stay without shedding tears, seeing those thousands whom he has seen in India. Isn't there anyone to ease the suffering of the homeless people who got the open space to stay without any roof? They couldn't satisfy their basic needs like food, clothes & shelter.

- Their torn clothes & the dimness on their faces are the indication of their intensity of their poverty. The standard of living for a small group of Indians has improved due to better education & globalization. Great majority of labour class still remain in the

في هدوء الليل أقوام على

قارعات الطرق فقراء نائمين.

And if you see the poor people sleeping on the open road in silence of the night.

أسبل البؤس عليهم مزقاً

من ثياب و ظلاماً من شجون

The misery hanged down upon them the shreds of clothes & dimness of sorrow & distress.

24/10/16

الدرس 14

من حنايا الغريب

أنافي الهند أرى الشرق وما

في حناياه من الداء الدفين.

I see in India the east latent diseases what it has in its folds.

هناق صدر الشرق عن ابنائه

و حوى من قادة الغرب مئين

The east is annoyed with its own sons and it encompassed with 100s of the western leaders.

فلكم تضحك لما أن ترى

بقراً ترعى واقواماً تحون

To what extent you can laugh to see the cows which are grazing by the people who are treated with <sup>contempt</sup> disdain

واكم تبكي إذا شاهدت في

ساحة الهند جموع البائسين.

To what extent you cry if you see with your own eyes the wretched by the miserable masses in open square of India.

## الدرس ١٤

من دنيا الغريب

تمارين

١. صرف الأفعال التالية مع ذكر المعاني:

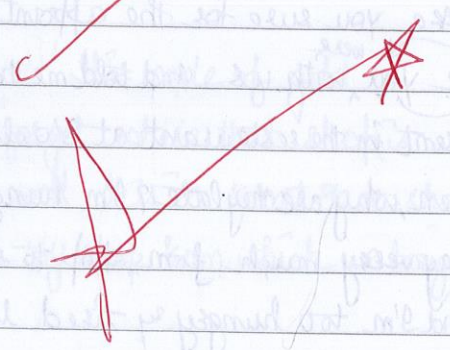
يفضحك

تصريف الفعل الماضارع

Plural الجمع	Dual المثنى	Singular مفرد	iii <sup>rd</sup> person
يُضْحِكُونَ	يُضْحِكَانِ	يُضْحِكُ	M الغائب
يُضْحِكُنَّ	تُضْحِكَانِ	تُضْحِكُ	F العائبة
			ii <sup>nd</sup> person
تُضْحِكُونَ	تُضْحِكَانِ	تُضْحِكُ	M المخاطب
تُضْحِكُنَّ	تُضْحِكَانِ	تُضْحِكِينَ	F المخاطبة
			i <sup>st</sup> person
نُضْحِكُ	نُضْحِكُ	أُضْحِكُ	M/F المتكلم



~~صدر - امي طبخت صدر الدجاج اليوم~~  
~~صدر الجندي قوي~~  
~~نؤس - نؤس اليتيم مؤلم~~



الجمع	المثنى	مفرد	
أَسْبَلُوا	أَسْبَلَا	أَسْبَلُ	M الغائب
أَسْبَلِينَ	أَسْبَلَيَا	أَسْبَلِي	F الغائبة
أَسْبَلْتُمْ	أَسْبَلْتُمَا	أَسْبَلْتُ	M المخاطب
أَسْبَلْتُمْ	أَسْبَلْتُمَا	أَسْبَلْتُ	F المخاطبة
أَسْبَلْنَا	أَسْبَلْنَا	أَسْبَلْتُ	M/F المتكلم

٢. صات المفردات للجموع التالية:

~~أبناء - ابن~~  
~~قادة - قائد~~  
~~أقوام - قوم~~  
~~طرق - طريق~~  
~~شجون - شجن~~  
~~ناصون - ناصم~~  
~~بائسون - بائس~~  
~~مئون - مئة~~

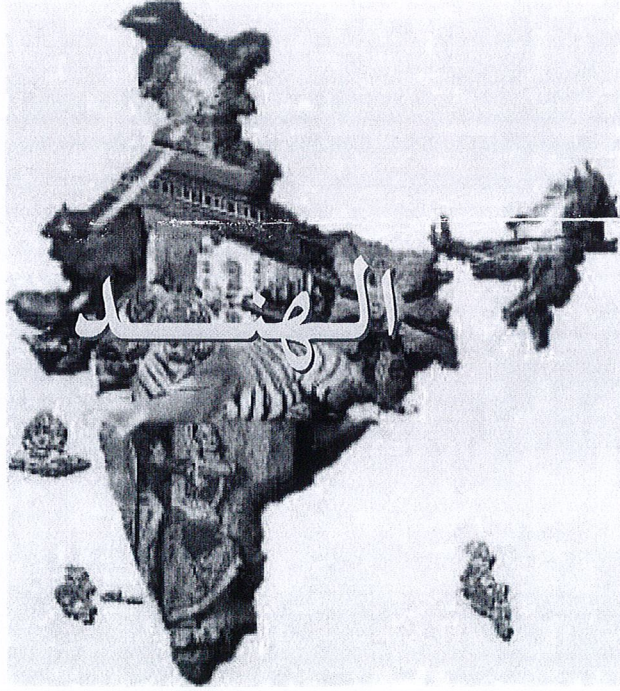
٤. كون الجمل مما يأتي:

~~ثوب - هذا ثوب جميل / اشتريت الثوب العيد اليوم~~  
~~سبيل - اعطيت الفقير مالا في سبيل الله~~  
~~ظلام - ظلام الليل مخيف~~



## الدرس -15

# الهند



- ① - الهند بلادٌ واسعةٌ الأطرافِ ويُطلقُ عليها شبهُ قارةِ الهندِ. تقعُ الهندُ في
- ② - الناحيةِ الجنوبيَّةِ الشرقيَّةِ لقارةِ آسيا.
- ③ - وإنَّ شكلها كجزيرةٍ لأنَّها مُحاطةٌ منَ الأطرافِ الثلاثةِ بمياهِ البحرِ العربيِّ
- ③ - غربًا والبحرِ الهنديِّ جنوبًا وخليجِ البنغالِ في الشرقِ. وفي الجانبِ الشماليِّ
- ④ - للهندِ تقعُ سلسلةُ جبليَّةٍ يُطلقُ عليها هيمالايا، تحدُّها مُغطاةٌ بالتلُّوجِ طوالَ العامِ.

الجمع المذكور السالم

THE INDIA

- ① India is a wide range country. And it is also called sub-continent of India. as Indian Subcontinent.
- ②. India is located in the south eastern <sup>part</sup> of Asia.
- ③. It looks like an Island because it is surrounded from 3 sides by water. Arabian sea ~~in the~~ and Indian Ocean in the west. and Bay of Bengal in the east.
- ④ And the Northern part of India is covered by mountains called Himalayas. and it is covered by snow through out the year.
- ⑤. India is divided into number of states for administrative purpose. which is run by central govt. New Delhi is the Capital of India.

٥- إنَّ الهندَ مُنقسِمةٌ في عددٍ منَ الولاياتِ للشُّعُونِ الإداريَّةِ تترأسُّها الحُكُومَةُ

٥- المَرَكزِيَّةُ بنيو دِهلي — عاصِمةُ الهندِ.

٦- يُوجدُ في الهندِ الهندُوسُ والمُسلِمُونَ والسِّيخُ والبُوذِيونَ والحِينِيونَ

والمسيحيونَ. وتُوجدُ هنا لغاتٌ كثيرةٌ على غرارِ الأديانِ. إنَّ الهندُوسَ همُ

٨- الأغلبيَّةُ في البلادِ. وهمُ يعبُدونَ الأصنامَ والأشجارَ والشمسَ والقمرَ والنُّجومَ

٩- وغير ذلك.

١٠- يشكِّلُ المُسلِمُونَ الأقلِّيَّةَ الكُبرى. وهمُ موحِّدونَ. إنَّ المُسلِمِينَ يعبُدونَ

اللهَ الأحَدَ. ولا يُشرِّكونَ به شيئاً أو شخصاً أو شمساً أو قمراً أو نبياً.

١١- وتتبعُ دولةُ الهندِ نظاماً ديموقراطياً وتعتبرُ أكبرَ ديموقراطيةٍ في العالمِ.

١٢- إنَّ المُواطنينَ الهِنُودَ ينتخبونَ مُمثليينَ برلمانيينَ عن طريقِ الانتخاباتِ

لتشكيلِ الحُكُومَةِ المَرَكزِيَّةِ وكذلك تُجرى الانتخاباتُ للحُكُوماتِ المَحَلِّيَّةِ في

الولاياتِ.

١٣- نحنُ كُلُّنا هِنُودٌ نحترمُ الناسَ وكذلك نحترمُ الدياناتِ المُختلفةَ، ولنا حُرِّيَّةُ

الإختيارِ لأَيَّةِ ديانةٍ منَ الدياناتِ المُختلفةِ.

## LESSON - 15

pg-2.

### INDIA

- ⑥ In ~~the~~ India you will find Hindus, Muslims, Sikhs, Buddhist and Christians.
- ⑦ And you will find different language among different religions.
- ⑧ Indeed Hindus are in majority in the country and they worship idols, trees, sun and moon and so on.
- ⑩ Muslims form the largest minority.
- ⑪ And they are monotheistic.
- ⑫ Muslims worship Allah only.
- ⑬ And they do not associate any partners nor moon, nor person with him.
- ⑭ INDIA follows democratic system and it is considered largest democracy in the world.
- ⑮

(17) - أَلِهٌ يُشْرِكُونَ هَيَاكِلَ لِأَصْنَامٍ. وَالْمُسْلِمُونَ يَبْنُونَ الْمَسَاجِدَ. (18)

(19) - وَالْمَسِيحِيُّونَ يُنْشِئُونَ الْكِنَائِسَ. وَالسِّيْخُ يُقِيمُونَ مَعَابِدَهُمْ بِاسْمِ غُورْدُوَارَا. وَكُلُّهُمْ (20)

(21) - يَعْبُدُونَ الْمَعْبُودَ حَسَبَ طُقُوسٍ وَمَرَايِمٍ دِيَانَاتِهِمْ بِغَيْرِ أَيْ خَوْفٍ وَلَا خَطَرٍ.

(22) - إِنَّ الْهِنْدَ بِصِفَةِ رَيْسِيَّةٍ دَوْلَةٍ زِرَاعِيَّةٍ وَلَكِنَّهُ تُوْجَدُ فِيهَا أَيْضًا صِنَاعَاتٌ كَثِيرَةٌ

(22) وَكَذَلِكَ يُمَارَسُ عَدَدٌ مِنَ الْهُنُودِ الْمِهَنَ الْحُرَّةَ.

(23) → إِنَّ الْهُنُودَ يُحِبُّونَ الْأَمْنَ وَالسَّلَامَ وَكَذَلِكَ نَوَدُّ أَنْ يَكُونَ جِيرَانًا مُجِبِّينَ

(23) لِلْأَمْنِ وَالسَّلَامِ.

## تمارين

(1) أجب على الأسئلة التالية:

1. في أية قارة تقع بلاد الهند؟
2. من هم في الأقلية الكبرى بالهند؟
3. ماذا يحب الهنود؟
4. كيف تصف الإسلام؟
5. ماذا يعبد الهندوس؟
6. اذكر بعض الديانات التي توجد في الهند؟

INDIA

- (15) Indian people elect members of parliament through election. To form central government and similarly it conducts elections <sup>to form local govt</sup> within the states.
- 
- (16) We are all Indians we respect the people and we respect the religions. and we have freedom to follow any religion.
- (17) Hindus have built temples for <sup>(19)</sup> idol worship.
- 
- (18) Muslims built the masjid and Christians established the churches.
- 
- (20) And the Sikh make place of worship called Gurudwara.
- 
- (21) All worship the lord according to their ritual of their religions without any fear. and any danger.
- 
- (22) Indeed India is a mainly an Agricultural country. but we find there a lot of Industries and similarly a lot of Indians follow or practice their own occupation or profession.
- 
- (23) Indeed <sup>they</sup> INDIANS like peace and similarly we wish that our neighbours also have love for peace.



الدرس-16

## مَدْرَسَةُ الْبَنَاتِ



①- هَذِهِ الْمَدْرَسَةُ الْعَالِيَةُ الثَّانَوِيَّةُ لِلْبَنَاتِ. هِيَ تَقَعُ قُرْبَ مَحْكَمَةِ تَيْسِ هَزَارِي. ②

③- هَذِهِ الْمَدْرَسَةُ وَاسِعَةٌ وَجَمِيلَةٌ. لَهَا بَابَانِ كَبِيرَانِ وَجَمِيلَانِ. ④

⑤- فِيهَا نَحْوُ خَمْسِينَ غُرْفَةً لِإِدَارَةِ الْفُصُولِ. تَبْدَأُ الْمَدْرَسَةُ مِنَ الْفَصْلِ الْأَوَّلِ

⑥- إِلَى الثَّانِي عَشَرَ. تَدْرُسُ فِيهَا الْبَنَاتُ فَقَطْ. ⑦ يَبْلُغُ عَدْدُهُنَّ أَكْثَرَ مِنْ أَلْفِ طَالِبَةٍ. ⑧ تَدْرُسُ

Girls School

- ① This is higher secondary school for girls.
- ② It is located near The Hazari Court.
- ③ This school is wide and beautiful.
- ④ The school has two big beautiful gates.
- ⑤ There are around 50 rooms to manage the classes.
- ⑥ The school starts from class 1 to <sup>class</sup> 12.
- ⑦ Only girls are studying.
- ⑧ There are more than 1000 girls in it.
- ⑨ In it they teach English, Hindi, Urdu, language, science, maths and computer subject. They teach social science and History also.
- ⑩ Indeed the school students are honest and hardworking in these studies.
- ⑪ The teachers of this school are well qualified and honest.

٩) فِيهَا مِنَ اللُّغَاتِ الْإِنْجَلِيزِيَّةِ وَالْهِنْدِيَّةِ وَالْأُرْدِيَّةِ وَالْعُلُومِ الْجَدِيدَةِ وَالرِّيَاضِيَّاتِ

١٠) وَالْكَمْبِيُوتَرُ وَغَيْرَهَا. تُدْرَسُ فِيهَا عِلْمُ الْإِجْتِمَاعِ وَالتَّارِيخِ أَيْضًا.

١١) - إِنَّ التَّلْمِيذَاتِ مُخْلِصَاتٌ وَمُجْتَهِدَاتٌ أَيْضًا فِي دِرَاسَاتِهِنَّ. إِنَّ الْمُدْرَسَاتِ

١٢) فِي هَذِهِ الْمَدْرَسَةِ مُوَهَّلاتٌ وَمُخْلِصَاتٌ. إِنَّهِنَّ مُوَاطِبَاتٌ وَيَصِلْنَ الْمَدْرَسَةَ دَائِمًا

١٣) فِي الْوَقْتِ. هُنَّ يَحْتَرِمْنَ مُعَلِّمَاتِهِنَّ وَمُدِيرَتِهِنَّ. هُنَّ يَجْلِسْنَ عَلَى مَقَاعِدِهِنَّ أَمَامَ

١٤) السَّبُورَةِ. تُدْرَسُ الْمُعَلِّمَاتُ وَيَكْتُبْنَ الدُّرُوسَ عَلَى السَّبُورَةِ. وَالتَّلْمِيذَاتُ يَسْمَعْنَ

١٥) الدَّرْسَ بِعِنَايَةٍ وَيَفْهَمْنَهُ.

١٦) - وَفِي الْمَدْرَسَةِ مَيْدَانٌ وَاسِعٌ لِلْعِبِّ. تَلْعَبُ التَّلْمِيذَاتُ بَعْدَ الدَّرْسِ فِي

١٧) الْمَيْدَانِ. هُنَّ يَلْعَبْنَ كُرَةَ الْقَدَمِ وَالْكَرِيكِيَّتِ وَالْهُوكِيَّ فِي الْمَيْدَانِ. الْمَشْرِفَةُ

١٨) مَوْجُودَةٌ بَيْنَهُنَّ. فِي الْمَدْرَسَةِ حَوْضٌ لِلسَّبَاحَةِ. الْحَوْضُ مَمْلُوءٌ بِالْمَاءِ النَّظِيفِ. ٢١)

٢٢) التَّلْمِيذَاتُ يَتَمَرَّنُ لِلسَّبَاحَةِ فِي الْحَوْضِ. وَمَعَهُنَّ مُعَلِّمَةُ السَّبَاحَةِ. ٢٤)

٢٣) فِي الْمَدْرَسَةِ مَكْتَبَةٌ كَبِيرَةٌ. تُوجَدُ فِيهَا الْكُتُبُ الْمُفِيدَةُ فِي الْمَوَادِّ الْمُخْتَلِفَةِ

٢٤) وَكُتُبُ الْمِنْهَجِ الدَّرَاسِيِّ وَالْجَرَائِدُ وَالرَّسَائِلُ أَيْضًا مَوْجُودَةٌ فِيهَا.

٢٥) - تَجْلِسُ التَّلْمِيذَاتُ وَالْمُعَلِّمَاتُ فِي الْمَكْتَبَةِ لِلِاسْتِفَادَةِ مِنْ هَذِهِ الْكُتُبِ.

٢٦) - وَفِي الْمَدْرَسَةِ عُرْفَةٌ لِلْمَكْتَبِ وَعُرْفَةٌ لِمُدِيرَةِ الْمَدْرَسَةِ. تُوجَدُ الْآلَاتُ

Lesson-16  
Girls School

pg-2

- (12) They are punctual and ~~so~~ they reach the school on-time.
- (13) They respect the teachers and principal.
- (14) They sit on their place in-front of the board.  
(teachers)
- (15) The teachers teach and write the lessons on the board.
- (16) The students listen the lessons carefully and they understand it.
- (17) And in the school there is a wide playground.
- (18) And the girls students play after lesson.
- (19) They play football cricket and hockey in the ground.
- (20) There is a P.T teacher present.
- (21) There is a swimming pool in the school.
- (22) The pool is filled with clean water.
- (23) The girl student practice swimming in the pool & with them there is a teacher.

Girls School

- (24) There ~~is~~ is a big library in the school.
- (25) In it there are useful books on different subjects.
- (26) and academic books and magazines, newspapers are also present there.
- (27) The students and the teachers sit in the library to benefit from the ~~teachers~~ books.
- (28) In the school there's a room for office and a room for principal.
- (29) There are instruments, computers and <sup>record</sup> ~~computer~~ books for girls and account files in the office of the school.
- (30) The principal office is big and beautiful.
- (31) There is a big table present in front of principal and there are also chairs ~~present~~ kept in front for the guest.
- (32) And there is a telephone on the table.

(29) وَالْكَمْبِيُوتَرَاتُ وَسَجَلَاتُ التَّلْمِيذَاتِ وَالْحِسَابَاتِ لِرُسُومِ الْمَدْرَسَةِ وَغَيْرِهَا فِي

(29) الْمَكْتَبِ.

(30) وَمَكْتَبُ الْمَدِيرَةِ وَاسِعٌ وَحَمِيلٌ. فِيهَا طَاوِلَةٌ كَبِيرَةٌ أَمَامَ الْمَدِيرَةِ. وَالْكَرَاسِيُّ

(31) مَوْجُودَةٌ أَيْضًا لِلضُّيُوفِ. التَّلِيْفُونَ مَوْجُودٌ عَلَى الطَّاوِلَةِ. فِي الْمَدْرَسَةِ قَاعَةٌ كَبِيرَةٌ

(33) وَوَأَسْعَةٌ تُعْقَدُ فِيهَا الْحَفَلَاتُ الدَّرَاسِيَّةُ وَالثَّقَافِيَّةُ. تَجِدُ الطَّالِبَاتِ وَالْمُعَلِّمَاتِ

(34) مَشْغُولَاتٍ دَائِمًا فِي الْعَمَلِ. إِنَّهُنَّ لَا يَغْفُلْنَ عَن وَاجِبَاتِهِنَّ دَائِمًا.

(35)

## تمارين

(1) أجب على الأسئلة التالية:

1. أين تقع المدرسة العالية الثانوية للبنات؟

2. هل توجد مكتبة في المدرسة؟

3. ماذا يوجد في المكتبة؟

4. من يتمرن على السباحة؟

5. كيف مكتب المديرية؟

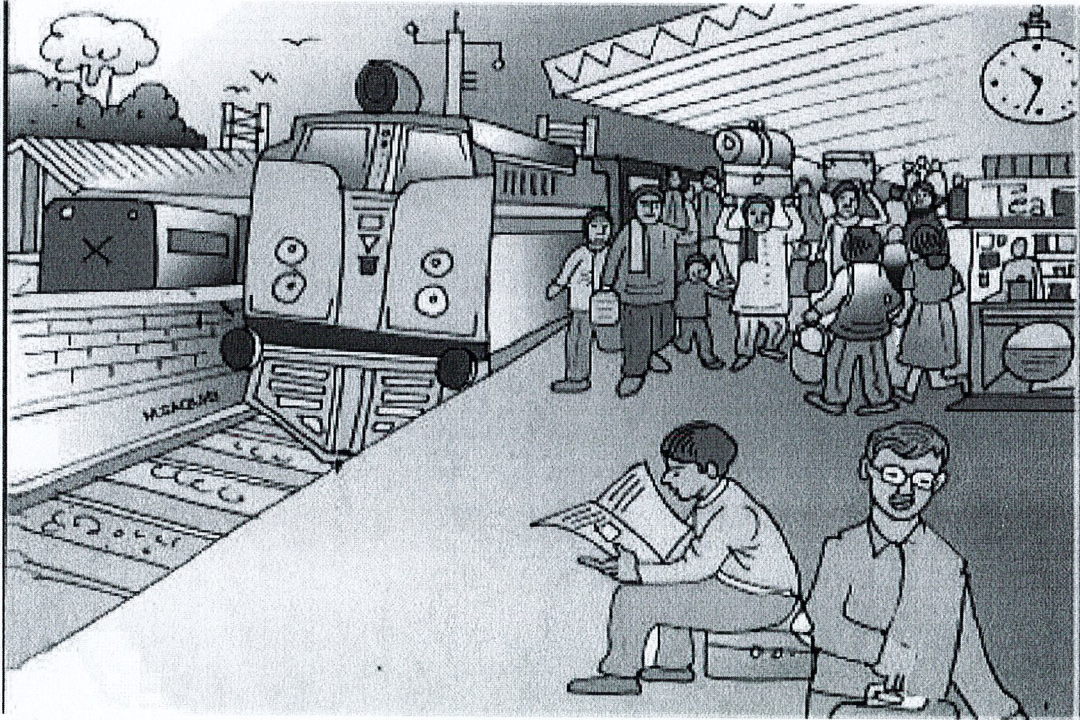
Lesson - 16  
Girls School

- (33) In the school there is a big and wide hall. In it cultural and academic events are organised.
- (34) The students and teachers are always busy in their work.
- (35) They do not neglect their work.





## نَبِيلُ يُسَافِرُ إِلَى مَدِينَةِ تَشِينَاي



① - نَبِيلٌ مُوظَّفٌ كَبِيرٌ فِي مَكْتَبٍ مِنَ الْمَكَاتِبِ الْخُصُوصِيَّةِ فِي نِيُودِهَلِي. كَانَتْ

② - تَرُدُّ لَهُ مَكَاتِبُ مِنْ أَقْرَبَائِهِ وَأَصْدِقَائِهِ فِي تَشِينَاي، يَدْعُوهُ فِيهَا لِزِيَارَتِهِمْ وَفِي نَفْسِ

الْوَقْتِ يُمَكِّنُ لَهُ أَنْ يَقْضِيَ مَعَهُمْ أَوْآخِرَ أَيَّامِ شَهْرِ رَمَضَانَ وَالْعِيدِ. نَاقَشَ نَبِيلٌ هَذَا

③ - الْمَوْضُوعَ مَعَ زَوْجَتِهِ وَوَلَدَيْهِ لِتَحْدِيدِ فِتْرَةِ السَّفَرِ مِنْ غَيْرِ الْإِحْلَالِ بِدِرَاسَةِ

وَلَدَيْهِمَا.

الجموع

## LESSON - 17

### Nabeel travels to Chennai

- ① Nabeel is a senior officer of the private office in New Delhi.
- ② He received letters from his friends and relatives from Chennai. In that letter they call him to visit and say is it possible for them to ~~stay~~ spend the last ten days of Ramadan and for Eid.
- ③ Nabeel discussed this issue with his wife and with his two sons to confirm the travelling duration without any disturbance of studies of their two sons.
- ④ After the confirmation of travel date Nabeel took leave for two weeks.
- ⑤ One day in the morning Nabeel ~~took~~ went to the New Delhi railway station to book the ticket.

- (٤) - بَعْدَ تَحْدِيدِ مَوْعِدِ السَّفَرِ أَخَذَ نَبِيلٌ إِجَازَةً أُسْبُوعَيْنِ. وَ ذَاتَ يَوْمٍ فِي الصَّبَاحِ
- (٥) → ذَهَبَ نَبِيلٌ إِلَى مَحْطَةِ سِكَّةِ الْحَدِيدِ فِي نِيَوْ دِهْلِي لِحَجْرِ تَذَاكِرِ السَّفَرِ. كَانَتْ قَاعَةٌ
- (٦) → شَبَابِيكَ حَجَرَ التَّذَاكِرِ مُزْدَحِمَةً بِالنَّاسِ مِنَ الرِّجَالِ وَالنِّسَاءِ وَالْأَوْلَادِ وَالْبَنَاتِ. رَأَى
- (٧) → نَبِيلٌ أَنَسًا كَثِيرِينَ وَاقِفِينَ فِي طَوَائِرِ طَوِيلَةٍ أَمَامَ شَبَابِيكَ حَجْرِ التَّذَاكِرِ. بَعْضُهُمْ
- (٨) → كَانُوا جَالِسِينَ عَلَى الدَّكَّاتِ الْحَدِيدِيَّةِ وَ بَعْضُهُمْ كَانُوا وَاقِفِينَ فِي الطَّوَائِرِ
- مُنْتَظِرِينَ دَوْرَهُمْ. تَحَرَّكَتِ الطَّوَائِرُ بِسُرْعَةٍ بَطِيئَةٍ. وَقَفَ نَبِيلٌ أَيْضًا فِي طَابُورِ
- (٩)
- (١٠) - وَلَقَضَاءِ الْوَقْتِ بَدَأَ يَتَحَدَّثُ مَعَ آخِرِينَ فِي الطَّابُورِ. قَالَ: يَبْدُو أَنَّ الْمَوْظِفَ عَلَى
- (١١) - شُبَاكِنَا بَطِيءٌ. إِنَّهُ يَأْخُذُ وَقْتًا طَوِيلًا فِي تَعَامُلِهِ مَعَ زُبُونٍ وَاحِدٍ. فَرَدَّ شَخْصٌ مِنْ
- (١٢) - الطَّابُورِ: أَنَا مُوَافِقٌ مَعَكَ هُوَ كَسْلَانٌ فَقَالَ شَخْصٌ آخَرَ مُتَدَخِّلًا فِي الْحَدِيثِ: لَيْسَ
- (١٢) - هُوَ فَقَطْ، هُمْ كُلُّهُمْ كَسَالَى، وَلَكِنْ هَذَا الْمَوْظِفُ كَسْلَانٌ مِنَ الدَّرَجَةِ الْأُولَى.
- (١٣) - أَنْظُرْ، إِنَّهُ يَتَحَدَّثُ كَثِيرًا مَعَ الْمَوْظِفَةِ الْجَالِسَةِ عَلَى الشُّبَاكِ الْمُجَاوِرِ، فَقَالَ شَخْصٌ
- (١٣) - آخَرٌ: رَبَّمَا هَذَا الْمَوْظِفُ جَدِيدٌ، وَلَكِنْ بِشَكْلِ عَامٍّ يَكُونُ الْعَامِلُونَ فِي الْمَكَاتِبِ
- (١٣) - الْحُكُومِيَّةِ كَذَلِكَ. وَذَلِكَ لِأَنَّهُمْ ثَابِتُونَ فِي عَمَلِهِمْ. وَغَيْرُ خَائِفِينَ مِنَ الْمُدْرَاءِ
- وَرُؤُسَائِهِمْ. وَفِي نَفْسِ الْوَقْتِ تَحَرَّكَ الطَّابُورُ قَلِيلًا قَلِيلًا حَتَّى جَاءَ دَوْرُ نَبِيلٍ. قَدَّمَ
- (١٤)
- (١٥)
- (١٦) - نَبِيلٌ لِلْمَوْظِفِ اسْتِئْجَارَةَ حَجْرِ التَّذَاكِرِ وَالْمَبْلَغِ وَقَالَ: سَيِّدِي، أَعْطِنِي أَرْبَعَ تَذَاكِرِ
- (١٦) - إِلَى تَشِينَايَ بِالدَّرَجَةِ الثَّانِيَةِ | أَدْخَلَ الْمَوْظِفُ الْمَعْلُومَاتِ الضَّرُورِيَّةَ فِي الْكَمْبِيُوتَرِ
- (١٧)

- ⑥ The reservation counter is crowded by people (men and women)
- ⑦ Nabeel saw many people standing in long queues in front of reservation counter ~~for tickets~~ to get tickets.
- ⑧ Some of them are sitting on steel benches and some of them are standing in que waiting for their turn.
- ⑨ The que moved slowly
- ⑩ Nabeel also stood in the line and to spend the time he started talking to people ~~customers~~ in que for time pass.
- ⑪ It seems that the employee of the ticket counter is slow he is taking a lot of time to deal with one customer / person.
- ⑫ one person of the line replied. I agree with you that he is lazy. another person interrupted in the conversation.

(12) not only he They all are lazy. He is the most laziest among them.

(13) Look at him he is talking a lot with his colleague who is sitting in the next counter.

The another person said may be This Employee is new.

usually most of the govt officials are like This only.

(14) It is because They are in their permanent jobs.

(15) And They are not afraid of Their managers and heads.

(15) At the same time the line moved slowly until Nabeel's turn came.

(16) Nabeel gave The employee the reservation form and The amount. And he said to The employee to give 4 tickets in 2<sup>nd</sup> class.

- (17) وَأَعْطَى التَّذَاكِرَ. أَخَذَ نَبِيلُ التَّذَاكِرَ وَشَكَرَ الْمُوظَّفَ.
- (18) فِي يَوْمِ السَّفَرِ وَصَلَ نَبِيلٌ مَعَ أَفْرَادِ أُسْرَتِهِ إِلَى مَحَطَّةِ سِكَّةِ الْحَدِيدِ قَبْلَ سَاعَةٍ
- (18) أَوْ كَذَا مِنْ الْوَقْتِ الْمُحَدَّدِ لِمُغَادَرَةِ الْقِطَارِ. كَانَ الرَّصِيفُ مُزْدَحِمًا بِالْمُسَافِرِينَ
- (19) وَالْمُسَافِرَاتِ مِنَ الْكِبَارِ وَالصَّغَارِ. جَلَسَ بَعْضُ الْمُسَافِرِينَ وَالْمُسَافِرَاتِ عَلَى
- (20) الْمَقَاعِدِ الْحَدِيدِيَّةِ بَيْنَمَا جَلَسَ بَعْضُهُمْ عَلَى أَرْضِيَّةِ الرَّصِيفِ. وَبَقِيَ عَدَدٌ كَبِيرٌ
- (21) مِنْهُمْ يَتَجَوَّلُونَ ذَهَابًا وَإِيَابًا عَلَى الرَّصِيفِ فِي أَنْتِظَارِ الْقِطَارِ بَعْضُ يَشْرَبُ الشَّايَ أَوْ
- (21) الْقَهْوَةَ أَوْ الْمَشْرُوبَاتِ الْبَارِدَةَ وَبَعْضُهُمْ جَلَسُوا فِي جَمَاعَاتٍ يَتَحَدَّثُونَ فِيمَا بَيْنَهُمْ
- (21) وَبَعْضُهُمْ يَنْتَقِدُونَ النَّظَامَ. وَصَلَ الْقِطَارُ الْمُتَوَجِّهُ إِلَى تَشِينَايَ فَأَرْكَبَ نَبِيلٌ أُسْرَتَهُ
- (22) مَعَ آخَرِينَ مِنَ الْمُسَافِرِينَ وَالْمُسَافِرَاتِ وَرَكَبَ هُوَ أَيضًا. غَادَرَ الْقِطَارُ فِي الْوَقْتِ
- (23) الْمُحَدَّدِ مِنْ مَحَطَّةِ نِيودِهَلي.

## تمارين

(1) هاتِ الْجُمُوعَ لِلْأَسْمَاءِ التَّالِيَةِ مَعَ ذِكْرِ الْمَعَانِي:

موظف. زوجة. سفر. إجازة. طائرة.

جالسة. دور. متدخل. رصيف. أرضية

## Lesson-17

- (17) The Employee entered the necessary information in the computer and gave the tickets. Nabeel took the tickets and thanked the Employee.
- (18) On the day of Journey, Nabeel reached with his family members to the railway station.  
Before one hour or before the departure time.
- (19) The platform was crowded of travellers big and small male and female
- (20) Some of the travellers sat on the iron chairs or iron benches. Some of them are sitting on the floor of the platform.
- (21) And most of the people were roaming around or waiting for the train. Some of them sat in groups and they were drinking tea, coffee and cold drinks and some sat in groups and they were discussing criticising the system.

Lesson-17

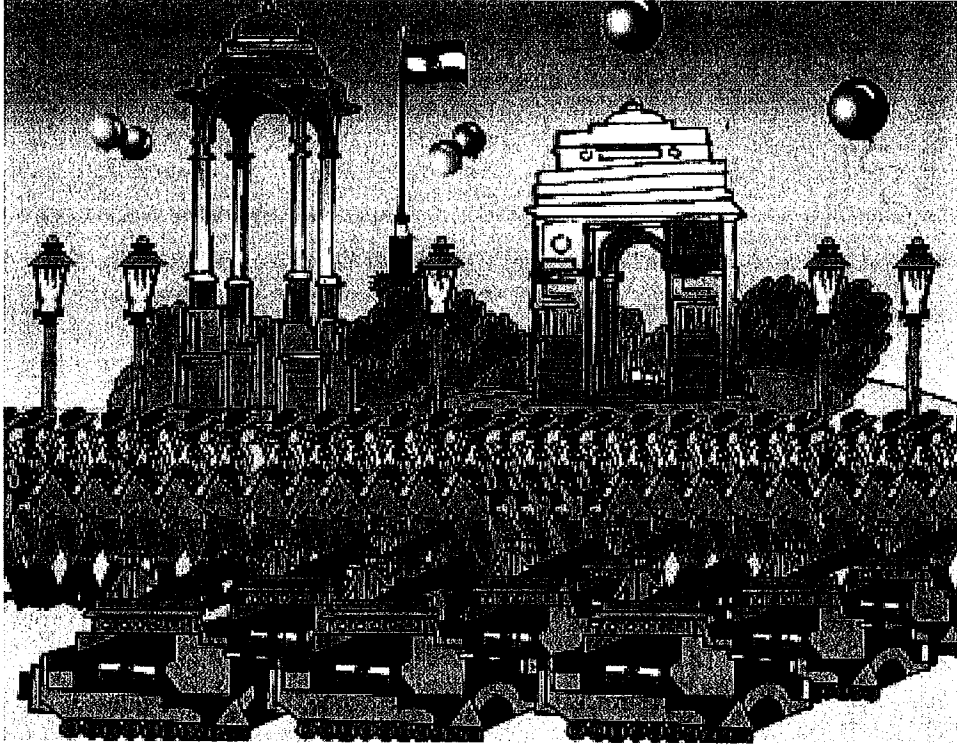
(22) The train reached towards Chennai  
Nabeel took his family to the train  
with other passengers. and he too rode  
on it.

(23) The train left on fixed time  
from New Delhi railways Station.



الدرس - 18

## عِيدُ اسْتِقْلَالِ الْهِنْدِ



- ① سَلَامُ اللَّهِ يَا شَعْبَ السَّلَامِ      وَيَا مَهْدَ الْفَلَّاسِفَةِ الْعِظَامِ ①.١
- ② لَقَدْ جَاهَدْتَ فِي صَبْرٍ وَعَزْمٍ      وَقَابَلْتَ الشَّدَائِدَ بِابْتِسَامٍ ②.١
- ③ وَوَعَدْتَ مُظْفَرًا حُرًّا كَرِيمًا      عَزِيزَ الْجَاهِ مَرْفُوعَ الْمَقَامِ ③.١
- ④ بِلَادِكَ ذَاتُ تَارِيخٍ مَجِيدٍ      عَرِيقٍ فِي الْحَضَارَةِ وَالنُّظَامِ ④.١

- ⑤ أَمَدَ الْعَالَمِينَ بِفَلْسَفَاتٍ      أَرَاخَ ضِيَاءَهَا حُجْبَ الظَّلَامِ ⑤.١
- ⑥ فَمِنْ أَعْمَاقِنَا أَرْكَى التَّهَانِي      إِلَيْكَ نَزْفُهَا فِي كُلِّ عَامٍ ⑥.١
- ⑦ لَقَدْ عَرَفَ الْجَمِيعُ جِهَادَ 'غَانَدِي'      وَمَا قَاسَاهُ مِنَ أَلَمِ الصِّيَامِ ⑦.١
- ⑧ دَعَا الشَّعْبَ الْعَظِيمَ إِلَى التَّأَخِي      وَأَرْشَدَهُ إِلَى نَبْدِ الْخِصَامِ ⑧.١

(لعلي عبد الظاهر حسين من

"الهند بعد الاستقلال....")

## تمارين

(1) صرّف الفعلين التاليين مع ذكر المعاني:

جاهد/ يجاهد، دعا/ يدعو

(2) هات المفردات للجموع، والجموع للمفردات مع استخدامهما في الجمل:

بلاد. تاريخ. أعماق. فلاسفة. عزيز. صيام. شعوب

INDIAN INDEPENDENCE DAY

① ① Allah's peace be upon you  
O people of peace.

①.① O the birth place of great philosophers  
and intellectuals.

---

② So you have struggled hard with  
patience and determination.

②.① you face the hardship & suffering  
with smile.

---

③ You return victorious free and  
honourable.

③.① with highest position and status.

---

④ your country has bright and  
profound history.

④.① of civilisation and system.

---

⑤ which introduced different philosophy  
to the world.

⑤.① whose light dispelled the cover of  
darkness.

LESSON - 10  
INDIAN INDEPENDENCE DAY

- (6) I pay you profound tribute from the heart.
- (6.1) We send the deepest greeting to you every year.
- 

- (7) Everyone is aware of the struggle of Gandhi  
And pain of the fasting which he tolerated.
- (7.1)
- 

- (8) He united the nation towards national integration.
- (8.1) and guided them to keep away from quarrels and dispute.

By  
Ali Abdul Tahir Hussain

## الدرس - 18

## عيد استقلال الهند

## معاني الكلمات

عزیز - Dear / Valuable (ج) اعزاء	سلام - Peace
الجاه - Prestige	شعب - citizens (ج) شعوب
مرفوع - Raised	مهدد - cradle
المقام - Position (ج) مقامات	الفلاسفة - Philosophers
بلادك - Your country	جاءت - you fought
تاريخ - History (ج) تواريخ	صبر - Patience
مجيد - glorious (ج) امجاد	عزم / إصرار - Determination (ج) إصرار
مريق - Deep	قابلية - faced / Met
الحضارة - Civilization (ج) الحضارات	الشدة / الصعوبة - difficulties (م) شدة
النظام - System (ج) أنظمة	ابتسام - smiling
أمد - gave	عدت - you return
العالمين - worlds	موظفراً - successful
أزاح - removed	حرراً - Independent (opp) عبدة
ضياء / حيا - its light	عبد (ج) أحرار
حجب - cover (ج) احواب	كريمة - kind / Noble (opp) بخيل
	العظام - great (م) عظميا

Reference

These couplets are taken from the poem "عيد استقلال الهند" written by the Indian poet علي عبد الظاهر حسين. من الهند بعد استقلال British ruled India for many years till the 20<sup>th</sup> century. Before independence, our country was at the mercy of her foreign rulers. They did whatever they liked for the good of their own country.

Explanation

- ◊ The poet starts his poem by <sup>saluting</sup> stating the country & its people by stating they are peace loving people. India is the cradle of philosophy. It has rich & diverse philosophical tradition, dating back to ancient times. India gave birth to many great philosophers.
- ◊ India went ahead & proceeded in to its own stirring & struggling with great patience & will & determination. It faced distress & misery with a smile.

Suffered - <sup>تألم</sup> قاساه	الظلام - <sup>(ع) ظلمات</sup> Darkness
Pain - <sup>(ع) ألم</sup> الألم	عمق - <sup>(ع) Depth</sup> اعماق
called - <sup>(ع) دعا</sup> دعا	Good - <sup>(م) نفعية</sup> ايجابي
brotherhood - <sup>(ع) التآخي</sup> التآخي	Congalation - <sup>(ع) تجمّع</sup> التجمّع
throwing - <sup>(ع) لاند</sup> لاند	resent it - <sup>(ع) ترفها</sup> ترفها
guided / direct - <sup>(ع) ارشده</sup> ارشده	struggle - <sup>(ع) جهاد</sup> جهاد
	quarrel - <sup>(ع) خصومة</sup> خصومة

فكره العامة

في هذه القصيدة "عيد استقلال الهند" يهنئ الشاعر الشعب الهندي بمناسبة <sup>celebrating</sup> عيد استقلال الهند. ويمدحه بما فعله من اجل هذا الاستقلال من صبر <sup>patience</sup> وتحمل ظم الاستعمار الغربي وتعاون هذا الشعب بعضهم مع بعض في ظل <sup>under the shelter of their leaders</sup> قائدهم النبيل "غاندي" للحصول على الامن والسلام.

- ◇ India could stand erect before the world after the Independence. The west was given the light of Indian philosophy. Indian philosophers could make great contribution with the world's philosophy.
- ◇ Every year we the Indians celebrate the Indian Independence Day. We pay tribute to our national leaders.
- ◇ All are aware of the great role of Mahatma Gandhi in the independence movement. Gandhi persuaded many of his followers to use non-violent protest; (he started mass campaigns & fought this struggle through 'Ahimsa' & total non-violence. He started his civil disobedience campaign deliberately breaking the law.)
- ◇ Gandhi tried to unite different people of India, trying to build a common national identity & bring nationalism to fight the British.

- ◇ At last it achieved what it had desired. It won the freedom after that English rule, in result of the people who launched the struggle for independence throughout the nation. (It gained its own position which is high & glorious in the world).
- ◇ India has a great history which has always been famous for its culture & ancient civilisation. The culture of India refers to religions, beliefs, customs, traditions, languages, ceremonies, arts, values & the way of life in India & its people. (The culture of India is one of the oldest & unique. There is an amazing, natural diversity throughout the country). The south, north & northeast have their own distinct culture & almost every state has carried out its own culture. There is hardly any cultural in the world that varied & unique in India.)

Barish

الدرس - 18

عيد استقلال الهند

BA

Bosa hai

سلام الله يا شعب السلام

ويا مهد الفلسفة العظام

the peace of god be upon you Oh ppl of peace & cradle of great philosophers.

لقد جاهدت في صبر وعزم

وقابلت الشدائد بانقسام

You have struggled with great patience & determination & you faced the difficulties with smile.

وعدت مظفراً حراً كريماً

عزيز الجاه مرفوع اطاقام

and you come back victoriously, being free & liberated, possessing lofty, generous & prestigious ideals.

بلادك ذات تاريخ مجيد

عريق في الحضارة والنظام

Your country has a glorious history, very ancient civilisation & systematic laws & principals.

Bosa hai  
Bosa hai

اهد العالمين بفلسفات

أزاح ضبابها وجبت الظلام

It provided the world with philosophers the light of which removed the veils of darkness

فمن اعاقنا ازكى التعاني

إليك نرفحنا في كل عام

From d bottom of our heart, we exte sent solemnly the best wishes & greetings 2 u every year

لقد عرف الجميع جهادنا الذي

وما قالوا من ألم الصيام

Everybody is already well acquainted with the strive & vigorous efforts of Gandhi & the pain of abstinence he had

دعا الشعب العظيم الى التآخي

وارشده الى نبذ الخصام

we called the great ppl for the brotherly association & counselled them to throw away the quarrels & disputes.



دعا / يدعو

Plural	Dual	Singular	
دعوا	دعا	دعا	M الغائب
دعون	دعا	دعت	F الغائبة
دعونهم	دعونهما	دعوت	M المذاطب
دعونهم	دعونهما	دعوت	F المذاطبة
دعوننا	دعونا	دعوت	M/F المتكلم

Plural	Dual	Singular	
			M الغائب
			F الغائبة
			M المذاطب
			F المذاطبة
			M/F المتكلم

٢٠ هات المفردات للجموع والجموع للمفردات مع استخدام

في الجملة:

بلاد - بلاد / عمق - عمق / عزيز - إعراف  
 تاريخ - تواريخ / فلاسفة - فلاسفات / مبراهم - مبراهم  
 شعوب - شعوب / فلسوف / شعوب

Lesson - 18

Independence Day of India

تمارين

١. صرف الفعلين التاليين مع ذكر المعاني:

جاءد / يجاهد

Plural	Dual	Singular	
جاءدوا	جاءدا	جاءد	M الغائب
جاءدون	جاءدتا	جاءدت	F الغائبة
جاءدتم	جاءدتما	جاءدت	M المذاطب
جاءدتن	جاءدتما	جاءدت	F المذاطبة
جاءدنا	جاءدنا	جاءدت	M/F المتكلم

Plural	Dual	Singular	
يجاهدون	يجاهدان	يجاهد	M الغائب
يجاهدن	تجاهدان	تجاهد	F الغائبة
تجاهدون	تجاهدان	تجاهد	M المذاطب
تجاهدن	تجاهدان	تجاهدين	F المذاطبة
تجاهدوا	تجاهدا	تجاهد	M/F المتكلم



## حَامِدٌ يُسَافِرُ إِلَى كُليَّتِهِ



① حَامِدٌ طَالِبٌ فِي كُليَّةِ الْهِنْدَسَةِ، جَاءَ فِي عَطَلَتِهِ إِلَى الْبَيْتِ فَقَضَى ②

أُسْبُوعَيْنِ مَعَ وَالِدَيْهِ وَإِخْوَتِهِ. ③ مَرَّ الْأُسْبُوعَانَ بِسُرْعَةٍ فَجَهَّزَ حَامِدٌ أَمْتِعَتَهُ لِلْعَوْدَةِ

لِكُليَّتِهِ، فَكَانَ عَلَيْهِ أَنْ يُسَافِرَ إِلَى مَكَانِ كُليَّتِهِ بِالْقِطَارِ لَوْحْدِهِ. ④

عِنْدَمَا جَاءَ يَوْمُ السَّفَرِ نَصَحَتْهُ أُمُّهُ وَقَالَتْ: يَا بُنِيَّ، أَنْتَ مُسَافِرٌ

## LESSON - 19

Hamid travels to college.

- ① Hamid is a student of The Engineering college.
- ② He came to house in the vacation he spent two weeks with his family parents and brothers.
- ③ Two weeks past quickly so Hamid prepared his luggage to return back to his college.
- ④ He has to go alone <sup>travel</sup> by train to the college, to the place where the college is located.
- ⑤ When the day of journey came his mother advised him and said.
- ⑥ Oh my dear you are travelling alone. So you must take care of some things.
- ⑦ First thing don't trust anyone and don't accept anything from the stranger.
- ⑧ And you should eat only from cafeteria.
- ⑨ Drink water which is with you or you bought from the authentic store.
- ⑩ When you get down from train don't go with a person who will take you to your destination.

لَوْحِدِكَ، فَلَا بُدَّ مِنْ أَنْ تُرَاعِيَ بَعْضَ الْأُمُورِ، أَوَّلُهَا: أَنْ لَا تُصَادِقَنَّ أَحَدًا وَلَا تَقْبَلَنَّ أَيَّ

شَيْءٍ مِنْ أَيِّ شَخْصٍ أَجْنَبِيٍّ، وَلَا تَأْكُلَنَّ الطَّعَامَ إِلَّا مِنْ مَطْعَمِ الْقِطَارِ، وَلَا تَشْرَبَنَّ

الْمَاءَ إِلَّا مَا كَانَ مَعَكَ أَوْ اشْتَرَيْتَهُ مِنْ مَحَلٍّ مَوْثُوقٍ بِهِ. وَعِنْدَمَا تَنْزِلُ مِنَ الْقِطَارِ فَلَا

١٥- تَذْهَبَنَّ مَعَ أَيِّ شَخْصٍ يَعْضُ عَلَيْكَ إِصْصَالِكَ لِمَكَانِكَ، فَعَلَيْكَ أَنْ تَسْتَأْجِرَ

١١- التَّائِكِسِيَّ مِنَ الْمَكَانِ الْمُخَصَّصِ فِي دَاخِلِ مَحْطَةِ الْقِطَارِ وَ اذْهَبْ بِهِ. وَعَلَيْكَ أَنْ

١٢- تُخْبِرَنَا فَوْرَ وُضُوكِ لِلسَّكَنِ.

١٣- قَالَ حَامِدٌ: يَا أُمِّي أَنْتِ دَرَسْتِنِي فِي نَصِيحَتِكَ نُونِي التَّوَكِيدِ الْخَفِيفَةِ وَ

١٤- الثَّقِيلَةِ لِلْمُضَارِعِ. يَا أُمِّي قَدْ دَرَسْنَا الْأَسْتَاذُ هَذَا الْمَوْضُوعَ فِي آخِرِ الدُّرُوسِ الَّتِي -

قَرَأْنَاهَا عَلَيْهِ قَبْلَ الْعُطْلَةِ. وَ اُسْتَادُنَا يَعْرِفُ اللُّغَةَ الْعَرَبِيَّةَ وَ قَوَاعِدَهُ جَيِّدًا فَهُوَ يَسْتَشْهَدُ

١٥- بِالآيَاتِ الْكَرِيمَةِ وَالشُّعْرِ الْعَرَبِيِّ الْقَدِيمِ. وَقَدْ قَرَأَ عَلَيْنَا آيَاتٍ مُخْتَلِفَةً وَأَشْعَارًا مُتَنَوِّعَةً

١٦- فِي الْمَوْضُوعِ. أَذْكَرُ مِنْهَا آيَةٌ قَدْ اجْتَمَعَ فِيهَا النُّونَانِ، قَالَ اللَّهُ تَعَالَى فِي سُورَةِ

يُوسُفَ، بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿وَلَنْ لَمْ يَفْعَلْ مَا أَمْرًا لَيْسَ جَنًّا وَلَيْكُونًا

مِّنَ الصَّاغِرِينَ﴾، كَمَا أَذْكَرُ بَيْنَنَا لِحَاتِمِ الطَّائِبِيِّ، وَهُوَ:

١٩- قَلِيلًا بِهِ مَا يَحْمَدُكَ وَارِثٌ إِذَا نَالَ مِمَّا كُنْتَ تَجْمَعُ مَعْنَمَا

٢٥- قَالَتْ الْأُمُّ: مَا شَاءَ اللَّهُ، مَا شَاءَ اللَّهُ، حَانَ وَقْتُ الْقِطَارِ. رِحْلَةٌ مُوَفَّقَةٌ، تَوَكَّلْ

عَلَى اللَّهِ.

(11) you have to take tami' <sup>from the</sup> railway station and go with it.

(12) And you should inform us when you reach the hostel.

(13) Hamid said - Oh my mother you taught me and in your advice

(14) Oh my mother our teachers taught us this topic in the last lessons which we read before the vacation.

(15) And our teachers know the arabic language and its grammar very well.

(16) He quotes Quranic verses and quote from old arabic poetry.

(17) He read ~~from us~~ for us different Quranic verses and some poetic verses. in this topic. Remember one ayat one verse from it in which he has gathered both the noon. Allah has said in Surah Yusuf Bismillah (In the name of Allah)

Lesson 10  
10-0  
①9 I remember Hatim tairi ~~poet~~ poetic verse

"There are less people who thank Allah  
from the inheritors when he get good"

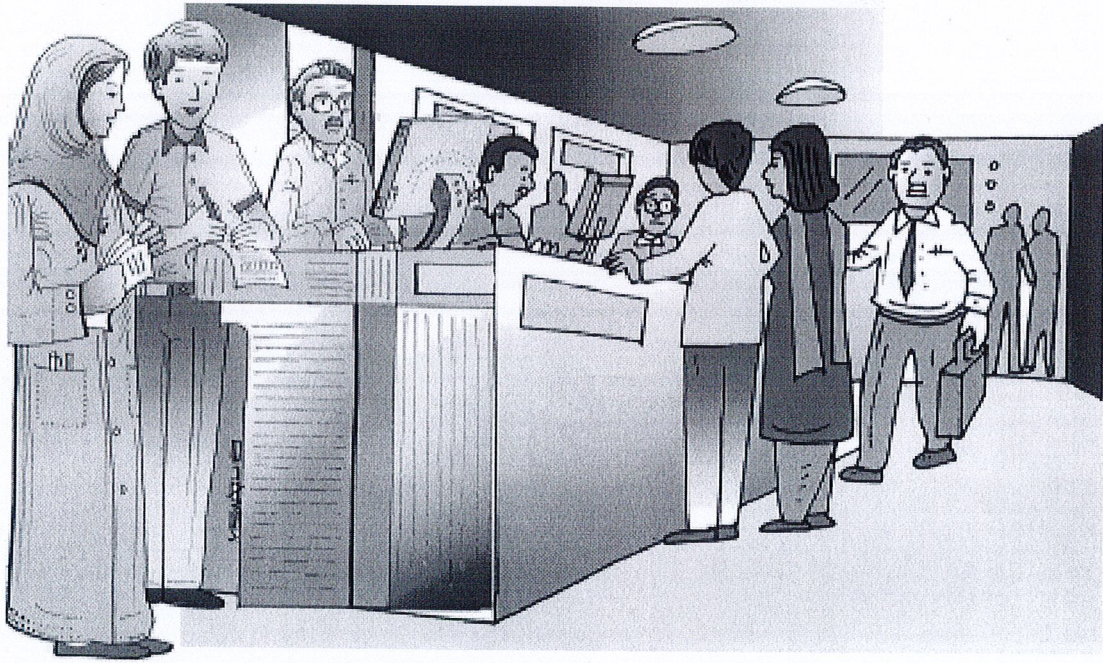
②0 gift from those which you have collected"

②0 The mother said MashAllah now its  
time of train. have a nice Journey.  
Trust on Allah.





## شكيل يفتح حساب توفير



① يُوجدُ بَنكٌ في حَارَتِنَا. إِنَّ البَنوكَ في الهِنْدِ تَابِعَةٌ إمَّا لِلحُكُومَةِ المَرَكِزِيَّةِ أو

② لِحُكُومَاتِ الوِلَايَاتِ. تُوجدُ البَنوكُ في كُلِّ نَاحِيَةٍ مِن نَوَاحِي الهِنْدِ حَتَّى في القُرَى

③ وَالأَرْيَافِ. نَحْنُ كُلُّنَا نَسْتَفِيدُ مِن وُجُودِ البَنوكِ عَلى اِخْتِلَافِ مِهَنِنَا وَحِرَفِنَا. → ④

⑤ يَسْتَفِيدُ مِنهَا أَصْحَابُ الصَّنَاعَاتِ في المَدَنِ وَالفَلَّاحُونَ في القُرَى وَالأَرْيَافِ.

⑥- تَحْدُمُ البَنوكُ زَبَائِنَهَا مِن عَامَّةِ النَّاسِ بِطُرُقٍ عَدِيدَةٍ مِنهَا حِسَابَاتُ

## Lesson - 20.

### Shakeel opens a Saving Account

- ① There is a bank in our neighbour hood.
  - ② Banks in India are either subordinate to the central govt or the state governments.
  - ③ The bank is located in all parts of India even in the villages and in the country side.
  - ④ We all benefit from the presence of banks of different professions and trades.
  - ⑤ It benefits the owners of industries in the cities and peasants/farmers in the villages and rural areas.
  - ⑥ Banks serve the customers from the general public in many ways including savings accounts, current accounts and fixed accounts and also provide financial assistance and loans to farmers and owners of large and small industries for symbolic benefits.
- Thus banks play a constructive role in the development of the country.

- ⑥ → التوفير والحسابات الجارية والحسابات الثابتة وتقدم أيضا مساعدات مالية
- ⑥ → وقروضا للفلاحين وأصحاب الصناعات الكبيرة والصغيرة مقابل فوائد رمزية
- ⑥ → وهكذا تلعب البنوك دورا بناء في تنمية البلاد. ← ⑥

في يوم أفهمني والداي فوائده توفير المال وأخذاني إلى البنك لأتبعهما أرادا

أن يفتح حسابا باسمي حتى أتعود توفير قليل من الفلوس التي أخذها من والدي

من وقت إلى وقت وشهريا. ذهبنا إلى البنك ودخلنا مباشرة في غرفة مدير البنك

لأنه صديق والدي منذ أن كنا طالعين في كلية ذاكر حسين. سر المدير بشير

أحمد ورحب بنا. جلسنا أمامه فقال والدي للمدير: حضرت اليوم لفتح حساب

توفير باسم ابني شكيل. فقال المدير: أهلا وسهلا فليفتح هذا الحساب ولكن

يبدو أنه قاصر. يكون حسنا أن يفتح حسابا ثابتا. يودع فيه شكيل مبلغا معيناً كل

شهر لثلاث سنوات. إنه يكون قد بلغ سن الرشد بعد ثلاث سنوات وسوف يمكن

⑭ له أن يسحب المال الموفر مع الفائدة ويفتح حساب توفير، إن أحب ذلك.

⑮ - اتفق والدا شكيل على ذلك. دق المدير الحرس. دخل الفراش. قال له

المدير: أطلب محمدا، فليحضر مع استئماره فتح الحساب الثابت. قال الفراش:

حاضر ياسيدي. بعد دقائق دخل محمد كما طلب. فملا استئماره فتح الحساب.

⑦ one day my parents explained me about the benefits of saving money and took me to the bank because they wanted to open an account on my name. So I could save money which I used to take from my father time to time and monthly. We went to the bank and we entered directly in manager's room because he is my father's friend since they were studying in Zakir Hussain collage.

⑧ The manager Basheer Ahmed became happy and welcomed us.

⑨ We sat in front of him and my father

⑩ said to him that I came today to open saving's account of my son Shaked.

⑪ Manager said :- welcome definitely we will open the account but it seems that he is a minor. (under age).

- ⑫ It is better to open fixed account.
- ⑬ Shakeel will deposit certain amount every month for three years.
- ⑭ When he became mature after three years it will be possible to withdraw the money with interest and he will open savings account if he likes.
- ⑮ Shakeel's father agreed on it the manager rang the bell.
- ⑯ The clerk entered and manager said to him call Muhammed. He must come with opening form of fixed account.
- ⑰ The clerk said ok sir.
- ⑱ After some time of minutes Muhammed entered.
- ⑲ He filled account opening form and Shakeel did the sign as an account holder and his father as a witness. Father thanked to the Manager and came back to house.

